

# **POLI 374 – Political Development**

**Fall 2009**

**Tues., Thurs, Fri. 12-12:50, CCC 234**

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**Office Hours: W & F, 2:00-3:00PM**  
**and by appointment**

## **Course Description**

What is the Third World? Why are so many people in Third World countries poor? Do we have any reason to be concerned or interested in what goes on in developing countries? What are the nature of the connections between the First and Third Worlds? What explains the vast political and economic differences between developed and developing countries? What steps can be taken to improve conditions in Third World countries? These are some of the questions we will explore in this course that examines political and economic development in what is variously referred to as the developing world, the Third World, or the Global South.

In spite of the 20<sup>th</sup> century's revolutionary advances in technology and production, in the twenty-first century the vast majority of the world's population does not have access to clean water, adequate food or shelter; child labor persists, and children die on a daily basis from something as simple to treat as dysentery. How is this possible? Why, given the world's tremendous productive capacity, are the lives of so many so miserable? This is one of the fundamental questions at the heart of this course and, as you will see, there are no simple or easy answers.

We begin by reviewing of the historical origins of the Third World. We then move on to examine post-war debates about economic development and underdevelopment and we review the major political and economic strategies pursued by independent Third World states in the latter half of the twentieth century. In the second half of the course we will apply the theoretical tools we have acquired to study political and economic development patterns in three of the largest and most important Third World countries: India, Nigeria, and Brazil.

## **Intended Learning Outcomes**

- 1) Students will become more cognizant of and concerned about of the realities of poverty and injustice that characterize the lives of the majority of the world's population.
- 2) Students will be able to summarize the major theoretical explanations for underdevelopment, identify key differences between them, and think critically about their usefulness.
- 3) Students will have developed a position on a current controversial issue with regard to political or economic development and be able to argue persuasively for their position.
- 4) Students will be able to employ theories of development and democratization to explain significant political and economic developments in India, Nigeria, and Brazil.

## **Required Texts**

- William Joseph, Mark Kesselman, and Joel Krieger, eds. 2007. *Introduction to Politics of the Developing World, 4<sup>th</sup> Edition*. Boston: Houghton Mifflin. (Available through Text Rental)
- Chinua Achebe. 1959. *Things Fall Apart*. New York: Anchor Books. (Available for purchase)
- December Green and Laura Luehrmann. 2007. *Comparative Politics of the Third World: Linking Concepts and Cases, 2<sup>nd</sup> Edition*. Boulder, London: Lynne Rienner Publishers. (Available for purchase)
- In addition there are a number of E-reserve readings; some are located in the "Content" section of this class's D2L page and others on the Library "E-reserves" for this class. Look in the parentheses at the end of each citation for its location. Library "E-reserves" can be accessed by going to our class's D2L homepage and clicking on the "E-reserve" link on the very top banner.

## Course Requirements and Grading

Your grade will be based on your performance in the following areas:

Attendance, Participation, & In-class writing assignments	20%
Paper #1 – <i>Things Fall Apart</i>	15%
Mid-term Exam	20%
Paper #2 – Issue paper	25%
Final Exam	20%

**Attendance and Participation:** Class sessions will combine both lecture and discussion. Attendance and participation in class discussions is a crucial part of this course and will count towards 20% of your grade. You are expected to attend all class sessions and film screenings and to come prepared to discuss the readings assigned for that day. More than **two** unexcused absences will result in a lowering of your participation grade, and ***if you miss more than nine classes during the semester (3 weeks) you will forfeit any points for attendance and participation.*** In addition to regular attendance, active participation in class discussions is also important. I will keep a record of student participation and will refer to it when I calculate this portion of your grade.

Finally, during the course of the semester I will assign a few brief (10 minutes) in-class writing exercises based on the assigned readings for that day. Graded either with a check, check-plus, or check-minus, in-class writing assignments will factor into your participation grade. Make-ups for these assignments will be granted only by previous arrangement or if you can demonstrate a medical excuse.

**Papers:** There are two papers assigned for this course. The first is a short (4-5 double-spaced pages) reaction paper on the novel *Things Fall Apart* and will be due on **September 15**. The second paper (6-9 double-spaced pages) will involve some research and will be due at the end of the semester. Specific guidelines for each paper will be distributed well in advance of their due dates.

**Exams:** The mid-term and final will both be in-class exams; the dates for both are listed in the course outline below. Study guides will be provided.

**Current Events:** The things we will be studying are directly relevant to much that is taking place in the news. You are expected to read a newspaper with good coverage of international events on a daily basis. I recommend the *New York Times* or *The Guardian* (London) for a non-US perspective; both can be accessed for free online. The *Economist* magazine also has excellent coverage of international politics and economic affairs.

Once during the semester each student will be expected to make a brief (five minute) presentation at the start of class on a recent article related to development, Third World issues, or a specific developing country. A sign-up sheet will be passed around at the beginning of the semester. You will not be graded for this.

## Academic Integrity and Turnitin.com

All students are expected to abide by the guidelines for academic integrity contained in the UW System Administrative Code. As a student it behooves you to be well acquainted with these guidelines and to understand clearly what constitutes plagiarism, as violations can result in severe consequences.

We will use Turnitin.com. You will need to upload both your papers to the Turnitin.com website before handing them in. I will give you instructions on how to do this. **Please note, that if you fail to upload a paper, you will not receive credit for the assignment.**

## Technology:

- I will use e-mail to communicate with the class, so please check your UWSP account on a daily basis.
- Some readings are posted on E-reserves and others on D2L as noted in the syllabus.
- I will post lecture power points on D2L, but not necessarily before class.

**Movies:** I will show several movies over the course of the semester. They are an important part of the curriculum and there will be exam questions based on them, so it is important that you watch them.

### **Classroom Etiquette**

- Please turn off your cell phones and refrain from eating in class. Bringing a drink is fine.
- Arriving late or leaving the room during class is disruptive. Please make every effort to be on time and do not leave in the middle of class, except for an emergency.

## **Class Schedule and Reading Assignments**

### **Week 1 - Introduction**

9/3 – Introduction to the course and each other

9/4 – What is the Third World & why should we study it?

*Readings:*

1. Green & Luermann, Ch. 1 and pp. 78-79 (section on Nigeria).
2. Achebe, Chapters 1-5

### **Week 2 - Colonialism**

9/8 – Pre-colonial History

*Readings:*

1. Green & Luermann, Ch. 2
2. Achebe, Chs. 6-8

9/10 – European Colonialism

*Readings:*

1. Green & Luermann, Ch. 3 and pp. 74-75 (first part of section on Peru)
2. Achebe, Chs. 9-13

9/11 – Legacies of Colonialism

*Reading:* Achebe, Part 2 (entire)

### **Week 3 – Decolonization**

9/15 - Discussion of *Things Fall Apart*

*Reading:* Achebe, Part 3 (entire)

**DUE IN CLASS: Reaction paper to *Things Fall Apart***

9/17 – In class viewing of “From the Barrel of a Gun”

*Reading:* Green & Luermann, Ch. 4

9/18 – Independence, Nation-Building, and Third World Solidarity & Discussion of “From the Barrel of a Gun”

*Reading:* Che Guevara. “At the Afro-Asian conference in Algeria.” In the *Che Guevara Reader*, David Deutschmann, ed. (New York: Ocean Press, 1997): 301-312. (D2L)

### **Week 4: Economic Development: Concepts and Theories**

9/22 – What does it mean to be poor? Relative vs. Absolute Definitions of Poverty

*Readings:*

1. John Isbister. 2003. *Promises Not Kept: Poverty and the Betrayal of Third World Development, Sixth Edition*. Kumarian Press. Ch. 2, pp. 7-23. (E-reserves)
2. Jeffrey D. Sachs. 2005. *The End of Poverty: Economic Possibilities for Our Time*. New York: The Penguin Press. Ch. 2, pp. 26-43. (D2L)

*Reading Questions:*

- How does each author define poverty?
- How do their views of poverty differ?
- Isbister differentiates between traditional societies and the poverty that afflicts many around the world today. Why? Would Sachs agree or disagree?
- What do you think?

9/24 – Theoretical Explanations of Underdevelopment

*Reading:* John Isbister. 2003. *Promises Not Kept: Poverty and the Betrayal of Third World Development, Sixth Edition.* Kumarian Press. Ch. 3, pp. 30-56. (E-reserves)

9/25 - State-led Development Models

*Reading:* Green & Luermann, Ch. 6, pp.117-132

### **Week 5: Economic Development – From Statism to Neoliberalism & the Theoretical Challenge of the NICs**

9/29 – The Debt Crisis and the Neoliberal Response to Statism

*Reading:* Green & Luermann, Ch. 7

10/1 – The Asian NICS and the Developmental State

*Reading:* John Rapley. 2007. *Understanding Development: Theory and Practice in the Third World*, 3<sup>rd</sup> Edition. Boulder, CO: Lynne Rienner Publishers. Ch. 6. (E-reserves)

10/2 – Asian NICS cont.

*No assigned reading*

### **Week 6: “Life & Debt”: The Impacts of Neoliberalism and Globalization**

*Readings for the Week:*

1. Green & Luermann, Ch. 6, pp. 132-138.
2. Tina Rosenberg. “Reverse Foreign Aid.” *New York Times Magazine*, March 25, 2007. (D2L)
3. Celia Dugger. “CARE Turns Down Federal Funds for Food Aid.” *New York Times*, Aug. 16, 2007. (E-reserves)
4. International Confederation of Free Trade Unions. “Building Workers’ Human Rights into the Global Trading System.” In *Global Backlash: Citizen Initiatives for a Just World Economy*, Robin Broad, ed. Rowman and Littlefield Publishers, 2002: 150-153. (E-reserves)

10/6 – In-class screening of “Life and Debt” (*Running Time: 86 minutes*)

10/8 – Finish screening “Life and Debt” & Discussion

10/9 – Discussion of “Life and Debt”

### **Week 7: Alternatives & MIDTERM**

10/13 – What are the alternatives?

*Reading:* Green & Luermann, Ch. 8

10/15 – Review for Mid-term Exam

### **10/16 – MIDTERM EXAM**

### **Week 8: Democracy in the Third World and India**

10/20 – Indian Independence and Nation Building

*In-class screening:* “A Force More Powerful - India: Defying the Crown.” (30 mins.)

*Reading:* JKK, Ch. 3, Section 1 “The Making of the Modern Indian State”

10/22 – Choices and Challenges for Third World Democracies

*Readings:*

1. Green & Luermann, Ch. 14, pp. 300-310
2. JKK, Ch. 3, Section 4, pp. 124-133

*Reading Questions:*

- What is the difference between “electoral” and “liberal” democracies?
- What is the difference between “democratic consolidation” and “democratic deepening”?
- What factors seem to support democracy?
- Is India a democracy? Why or why not?

10/23 - The Puzzle of Indian Democracy

*Reading:* Amartya Sen. *The Argumentative Indian*. New York: Farrar, Straus and Giroux: 2005. Chapter 1, pp. 3-25 and 30-33. (E-reserves)

*Reading Question:*

- According to Sen, what is India's "argumentative tradition" and why is it important?

### **Week 9: Dilemmas of Development in India**

10/27 - Economic Development in India

*Reading:* JKK, Ch. 3, Section 2, "Political Economy and Development", p. 139, section titled "Economic Performance".

10/29 - In-class screening of "A Narmada Diary" (*Running time: 60 mins.*)

*Reading:* JKK, Ch. 3, Section 4, pp. 133-136

10/30 – The Narmada Dam Movement: Indian Civil Society Challenging "Development"

View the rest of "A Narmada Diary" and discussion.

*Reading:* Green & Luermann, Ch 10, pp. 212-224.

*Discussion Questions:*

- What are the ways citizens participate in politics?
- What category would the Narmada Dam movement fit into?
- Why do you think the participants in this movement pursued this strategy and not one of the others?
- What does the Narmada Dam struggle tell us about Indian democracy?

### **Week 10: Politics in India & Nigerian Post-Colonial Development**

11/3 – India Today: A Complex Reality

*Readings:*

1. JKK, Ch. 3, Section 5 "Indian Politics in Transition"
2. Mahmood H. Butt. "India's Hype, Hope, and Hazards." In *Annual Editions – Global Issues, 22<sup>nd</sup> Edition*, Robert M. Jackson, ed. McGraw Hill, 2006/2007: 103-106. (E-reserves)
3. Somini Sengupta. "On India's Farms, a Plague of Suicide." *New York Times*, Sept. 19, 2006. (E-res)
4. Somini Sengupta. "Politics is the New Star of India's Classrooms." *New York Times*, Aug. 15, 2007. (E-reserves)

11/5 – Nigerian Post-Colonial Development

*Readings:* JKK, Ch. 6, Section 1 & pp. 275-281 in Section 3

11/6 – Ethnicity, Oil, and the Military

*Reading:* JKK, Ch. 6, Section 2 and p. 300, "Governing the Economy"

### **Week 11: Comparing India and Nigeria; Background on Brazil**

11/10 – Politics, Culture, and Corruption

*Readings:*

1. JKK, Ch. 6, Section 4
2. Donald R. Sherck. 2005. "The Cultural Dimensions of Corruption: Reflections on Nigeria." In *Civil Society and Corruption: Mobilizing for Reform*, Michael Johnston, ed. Lanham, MD: University Press of America, Inc., pp. 61-70. (D2L)

11/12 – Comparing India and Nigeria (Work in Small Groups)

11/13 – Brazil: Mixed foundations for democracy

*Reading:* JKK, Ch. 5, Section 1

## **Week 12: Brazil: Political & Economic Development & The Workers' Party**

11/17 – Authoritarianism and State-led Development

*Reading:* JKK, Ch. 5, Section 2, pp. 205-213

11/19 – The Worker's Party and Participatory Democracy

*In-class screening:* first half of "Lula's Brazil" (*Running time: 62 mins.*)

*Reading:* Sybil Delaine Rhodes. 2003. "Progressive Pragmatism as a Governance Model: An In-Depth Look at Porto Alegre, Brazil, 1989-2000." In *What Justice? Whose Justice: Fighting for Fairness in Latin America*, Susan Eva Eckstein and Timothy P. Wickham-Crowley eds. Berkeley: University of California Press, 2003: p. 217-232. (D2L)

11/20 – Finish screening of "Lula's Brazil" & Discussion

*Reading:* JKK, Ch.5, Section 4

## **Week 13: "Lula's Brazil" & Thanksgiving Break**

11/24 – Continued Discussion of "Lula's Brazil": International Constraints on Brazilian Democracy & Justice

*Reading:* Jeffrey Rubin. 2005. "Can Democracy Challenge Empire in Lula's Brazil?" *NACLA: Report on the Americas*. Vol. 39, No. 2 (September/October 2005): 32-40. (E-reserves)

## **11/26 & 27 – THANKSGIVING RECESS – NO CLASSES**

## **Week 14: Brazil in the 21<sup>st</sup> Century**

12/1 – Brazil in the 21<sup>st</sup> Century: A Third World Leader

*Readings:*

1. Gladys Lechini. "Middle Powers: IBSA and the New South-South Cooperation." *NACLA: Report on the Americas*. Vol. 40, No. 5 (September/October 2007): 28-32. (D2L)
2. JKK, Ch. 5, Section 2, pp. 213-216.
3. Alexei Barrionuevo. "Brazil Seeks More Control of Oil Beneath its Seas." *New York Times*, August 18, 2009. (D2L)

12/3 – Current Political Issues and the 2010 Elections

*Readings:*

1. Wendy Hunter. "The Partido dos Trabalhadores: Still a Party of the Left?" In *Democratic Brazil Revisited*, Peter R. Kingstone and Timothy J. Power, eds. University of Pittsburgh Press, 2008: 15-32. (E-reserves)
2. Recent articles TBA

12/4 – Student Paper Presentations

## **Week 15 – Student Presentations, Conclusions, and Review**

12/8 – Student Paper Presentations

12/10 – The U.S. & the Third World

Class Discussion and Debate: Should U.S. policy towards the Third World change? What would you recommend to President Obama?

*Reading:* Green & Luermann, Chs. 20 & 22

12/11 – Review for Final Exam

**FINAL EXAM: MONDAY, DECEMBER 14, 2:45-4:45PM**