

GLOBAL POLITICS: POLITICAL ECONOMY OF DEVELOPMENT

AG 531
Spring 2020

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Office hours: by appointment

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Course Description

This course is concerned with the theory and practice of international development. We will study the evolution of the project of development from its launched as a post-World War II initiative to its characteristics under the current era of economic globalization and liberalization, including backlashes against the forms this project has taken. Each phase of development has been marked by intense theoretical and practical debate, from the certainties of modernization theory, the explanatory perspectives of dependency theory to more current critiques of anti-development and anti-globalization theorists. In this course, we will examine the intellectual and practical foundations of these debates. To do so, we will link development theories to the material practice of development.

While the standard curriculum of development studies courses focuses on policy actors and institutions – such as states, mega-institutions and NGOs – we will broaden the scope of development studies by looking at the social, political, environmental and economic practices through which development is experienced. By studying, for example, the informal economy, peasant movements and global and local strategies for sustainable development we will investigate the boundaries between development theory and practice. In this way, we will investigate the “Third World” as more than a *recipient* of development, but as a site from which development objectives, theories and practices emerge.

Upon completion of the course, students will: 1) have a familiarity with development problems, 2) be able to explain and critique the various approaches to the practice of development, and 3) be able to use case studies to test the hierarchy between the first and the third world that is applied to solve development problems.

Course Requirements and Grading

1. Class Engagement: 20%

A main goal of this class is to nurture critical thinking. Class will be structured around focused class discussions, and your grade is dependent upon the quality of your participation. Please come to class prepared, having completed your readings and reading to discuss them. Ask each other hard questions, listen to your peers' responses and respect the opinions of instructors and classmates. Remember, there

are no wrong answers; but you must be able to support your argument with sound reasoning!

2. Summaries: 20%

Students are expected to write a short summary (around 3-400 words) of the readings for each session and to submit to Moodle by 10 am each class the readings are due. This is a great way to organize your thoughts and to check your comprehension. Students' summaries are evaluated on the basis of comprehension and timeliness: Two points for a fine summary; one point for a summary of acceptable quality; and zero point for late or non-submission. Plagiarism automatically results in a failing grade for the entire course (see Academic Conduct).

3. Analysis, Critique, and Appreciation: 30%

I designed this seminar to be oral-intensive. I like to call on students in class. You must be prepared to make a three-minute analysis, critique, and appreciation of the readings. In addition, designated students will be asked to take formal responsibility for organizing the discussion of the readings. To create a lively discussion environment, you can pose questions, present data, and quote interesting, powerful, thought-provoking sentences. In preparing your discussion, please keep in mind:

- a) Discussants are good listeners—we all listen to one another with respect, and have tolerance for differences. We build on the strengths and weaknesses of arguments.
- b) Discussants are critical thinkers—we make constructive criticism and make connections between readings by identifying where authors agree/disagree and make sense of scholarly arguments.

4. Final Exam: 30%

The final exam is meant to test your knowledge on the basis of what we have learned in the course. In other words, if you have completed all the readings, come to the class, and proactively participated in discussions, you will find that the final is to reconfirm what we have learned in the class. The final is composed of two sections: ID questions and essay questions. You will be asked to identify a set of terms and phrases from the lectures and readings and to answer short essay questions. The exam will be closed-book and closed-note.

Grade Distributions

Class Engagement:	20%
Summaries:	20%
Analysis, Critique, and Appreciation:	30%
Final Exam:	30%

Grade cutoff points are as follows: A = 91-100%; B = 81-90%; C = 71-80%; D = 61-70%; F = < 60%.

Expectations and Responsibilities

I am excited about this course! I expect you to be excited about the course, too. This excitement carries us through the entire semester. However, sustaining the excitement is not easy. There are times when you are distracted by what surrounds you in everyday lives. But I want you to keep focused on what you are doing throughout the semester. I want you to engage with the readings which may seem sometimes abstract and challenging to you at this early stage in your college education. **Never give up on the readings!** If you cannot comprehend at all, try to pick up some key points, and try to capture a big picture that the author is trying to put together. In other words, you should not be bogged down by every detail, and come to class with your thoughts and questions. It is my hope and responsibility that some disconnected ideas make a sense by the end of the semester. Therefore, I encourage you to keep up with your good work because only such a work habit can bear fruit in the long run.

I expect you to come to class prepared to engage. I believe that active and intelligent class participation is essential part of effective learning. Being able to address your thoughts in class is an important skill that you will need to develop in/beyond this semester. Getting the readings done does not mean that you have something to say about them. **This class requires at least five-six hours of preparation each week**, depending on your familiarity with key concepts in development studies. I strongly suggest that after finishing the reading assignment for each class session, you spend 15-30 minutes writing a summary (around 250 words) of the reading. This short exercise helps organize your thoughts that you might want to address in class. In addition, it is important to know that what I expect from you is not accuracy but your effort to engage in the readings.

You can expect me to work very hard to create a valuable learning environment for you. **I am always open to suggestions as to how I can make my class a better environment for you to learn.** I will give you my feedback on your paper promptly, meet with you for advising, and write you reference letters (e.g., internships, scholarships, and graduate schools) in/beyond this semester. In other words, I will make time for you.

Academic Conduct

Plagiarism and cheating of any kind are strictly forbidden. Plagiarism entails borrowing ideas from others without attributing source. I have zero tolerance for plagiarism and cheating. Any misconducts will automatically result in no credit.

Cell Phones and Laptops Policy

To create an effective learning environment for everyone, the use of the Internet with your cell phones and laptops is strictly forbidden. **If the instructor or the TA finds students using cell phones and laptops, we will dock 5 points from your final grade (100 points) for each time you use cell phones and laptops.** For the sake of effective class management, we will not warn you or call your name in class. To avoid any unnecessary misunderstanding, please put away your cell phones and laptops in your bag.

Accommodations for Students with Disabilities

If you have a disability and require accommodations for this course, please speak with the instructor as soon as possible so that your needs may be appropriately met.

Attendance Policy

Attendance is very important. I expect you to attend every class. Missing class will hurt you in two ways. First, you will miss the thesis of the readings discussed in class. This will have significant impact on what you get out of this course. Second, I will dock your final grade third a letter grade (e.g., from a B- to a C+) for each unexcused absence. Make-up exams will only be given in the case of sickness (requiring a doctor's note) or family emergency (requiring a Dean's note). *More than three undocumented absences will automatically result in a failing grade (no credit)*. Should you be forced to miss class because of activities, you must inform the instructor ahead of time.

Late Policy

Late papers will not be accepted under any circumstances. I will dock your paper grade third a letter grade (e.g., an B- to a C+ or from a C to a C-) for each day. Special Arrangements will only be made in the case of sickness (requiring a doctor's note) or family emergency (requiring a Dean's note).

Important Etiquettes

In order to create a pleasant study environment for everyone, please follow these etiquettes. *Please turn off your cell phones when you enter the classroom. Cell phones must be put away at any time during the class. When found using a phone, you will be asked to leave the classroom. Please come to the class on time.* Please note that *voluntary late arrivals and early departures do not count as one class attendance*. These are just a few things that distract our attention. For other issues, please use your common sense, and treat one another with respect and courtesy. If problems continue to disturb the proper procedures of class, I will ask disruptive students to leave the class.

Appointments with the Instructor

Meeting with professors could be challenging for students. Although I know exactly how you feel, I encourage you to TALK to me in person on any subjects related to class. My office is located at Rm 530 in Building 10. If you cannot make it during our office hours, please email me for an appointment. In principle, I use my email to make appointments rather than consultations. If chatting in informal situations makes you more comfortable, please let me know.

Readings

Textbooks

Harvey, David. 2007. *A Brief History of Neoliberalism*. New York: Oxford University Press.

Ferguson, James. 1994. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*. Minneapolis: University of Minnesota Press.

They are around \$25 when you buy new copies. Used copies are less expensive.

COURSE OUTLINE

*Note: The * (asterisk) marks at the beginning of readings denote that they introduce basic concepts for the topics under study. If you are familiar with the topics, these readings might be elementary. But those who are not may find these readings helpful and useful.*

1. May 26

Introduction to the course

Kristof, Nicolas. 2009. "Where Sweatshops Are a Dream." *The New York Times* <http://nyti.ms/26n7YVY>

Thinking about Development beyond Growth

Costanza et al. 2014. "Time to Leave GDP Behind." *Nature* 505, pp. 283-285.

Suggested

McMichael, Philip. 2004. "Globalization and Development." In *Development and Social Change* (Third Edition), Xxiii-XXXiX.

Robins, Paul. 2014. "Cries along the chain of accumulation." *Geoforum* 54 pp. 233-235.

Peet, Richard and Elaine Hartwick. 2009. "Development." *Theories of Development: Contentions, Arguments, Alternatives*. New York: Guilford Press, 1-19.

UNDP. 2003. *Millennium Development Compact*. New York: UNDP, 1-12.

I. DEVELOPMENT THEORIES

2. June 2

Historical Perspectives on Development

Hall, Stuart. 1992. "The West and the Rest: Discourse and Power." In S. Hall and B. Gieben eds. *Formations of Modernity*. Cambridge, UK: Polity Press: 276-308.

*Bernstein, Henry. 2000. "Colonialism, Capitalism, Development." In Tim Allen and Alan Thomas eds. *Poverty and Development into the 21st Century*. Oxford: Oxford University Press: 241-270.

Suggested

Bernstein, Henry. 2010. "Origins and Early Development of Capitalism." In *Class Dynamics of Agrarian Change*. Halifax: Fernwood Publishing: 25-37.

Davis, Mike. 2002. *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*. London: Verso.

Wolf, Eric. 1982. *Europe and the People without History*. Berkeley: University

of California Press.

Arrighi, Giovanni. 1990. "The Developmentalist Illusion: A Reconceptualization of the Semiperiphery," in William G. Martin (ed.) *Semiperipheral States in the World Economy*. New York: Greenwood Press: 11-42.

Wallerstein, Immanuel. 1974. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." *Comparative Studies in Society and History* 16(4): 387-415.

-----, 1991. "Development: Lodestar or Illusion." In *Unthinking Social Science: The Limits of Nineteenth Century Paradigms*. Cambridge: Polity Press: 104-124.

3. June 9

Why are some nations economically advanced than others?

Modernization Theory

*Lerner, Daniel. 1958. "The Grocer and the Chief: A Parable." In *The Passing of Traditional Society: Modernizing the Middle East*. Glencoe: Free Press: 19-42.

*Rostow, W. W. 1971. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press: 4-16.

Dependency Theory

Cardoso, Fernando Henrique and Enzo Faletto. 1979. *Dependency and Development in Latin America*. Berkeley: University of California Press: 8-28.

Valenzuela, Samuel J., and Arturo Valenzuela. 1978. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment." *Comparative Politics* 10(4): 535-557.

Agrarian Political Economy [For Advanced Students: Is exploitation the cause of the catastrophe in developing countries?]

Polanyi, K. 2001 (orig. 1944). *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon Press: 158-170.

Suggested

Guardian. 2013. "Jared Diamond: we have much to learn from traditional societies." Feb 11, 2013
<http://www.guardian.co.uk/commentisfree/video/2013/feb/11/jared-diamond-much-to-learn-from-traditional-societies-video>

Isbister, John. 2003. "Explanations of Underdevelopment" In *Promises Not Kept: Poverty and the Betrayal of Third World Development*. Bloomfield, CT: Kumarian: 30-65.

Gerchenkron, Alexander. 1966. *Economic Backwardness in Historical Perspective*. The Belknap Press: 5-30.

Ferraro, Vincent. 1996. "Dependency Theory: An Introduction." In Giogrio Secondi ed. *The Development Economics Reader*. London: Routledge.

Waterbury, John. 1999. "The Long Gestation and Brief Triumph of Import Substituting Industrialization." *World Development* 27(2): 323-341.

4. June 16

Neoliberalism

Harvey, David. 2007. *A Brief History of Neoliberalism*. New York: Oxford University Press: Ch 1 (1-38) and Ch 2 (39-63) and Ch 3 (64-86)..

Harvey, David. 2010. "Crises of Capitalism."

http://www.youtube.com/watch?v=qOP2V_np2c0&feature=related

Suggested

Polanyi, Karl. 1944. *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon.

Ruggie, J. 1982. "International Regimes, Transactions and Change: Embedded Liberalism in the Post-War Order." *International Organization* 36(3): 379-415.

Craig, David and Doug Porter. 2006. *Development Beyond Neoliberalism? Governance, Poverty Reduction and Political Economy*. London: Routledge: 63-94.

Lacher, H. 1999. "Embedded Liberalism, Disembedded Markets: Reconceptualizing the Pax Americana." *New Political Economy* 4(3): 343-360.

Krueger, Anne O. 1990. "Government Failures in Development." *Journal of Economic Perspectives* 4 (3): 9-23

Lal, Deepak. 1985. "The Misconceptions of Development Economics." *Finance & Development* 22 (2): 10-13.

Williamson, John. 1990. "What Washington Means by Policy Reform." In *Latin American Adjustment: How Much Has Happened?* Washington, D.C.: Institute for International Economics: 5-20.

<http://www.iie.com/publications/papers/paper.cfm?researchid=486>

Monbiot, George. 2016. "Neoliberalism—the Ideology at the Root of All Our Problems." *Guardians*. April 15.

<https://www.theguardian.com/books/2016/apr/15/neoliberalism-ideology-problem-george-monbiot>

5. June 23

The New Institutional Economics

*Harriss, J., J. Hunter, and C. Lewis. 1995. "Development and Significance of NIE." In Harriss, John, Janet Hunter, and Colin M. Lewis eds. 1995. *The New Institutional Economics and Third World Development*. London: Routledge: 1-13.

North, D. 1995. "The New Institutional Economics and Third World Development." In Harriss, John, Janet Hunter, and Colin M. Lewis eds. 1995. *The New Institutional Economics and Third World Development*. London: Routledge: 17-26.

Governance and Development

World Bank. 1997. *The World Development Report: The State in A Changing World*. New York: Oxford University Press: 1-15.

Institutions and Development

Portes, A. 2006. "Institutions and Development: A Conceptual Reanalysis." *Population and Development Review* 32(2), pp. 233-262.

Suggested

North, D.C. 1990. *Institutions, Institutional Change and Economic Performance*. Cambridge: Cambridge University Press.

Bardhan, P. 1989. "The New Institutional Economics and Development Theory: A Brief Critical Assessment." *World Development* 17(9), 1389-1395.

Nabli, M. and J. Nugent 1989. "The New Institutional Economics and Its Applicability to Development." *World Development* 17(9): 1333-1347.

Rodrik, D., A. Subramanian, and F. Trebbi. 2004. "Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development." *Journal of Economic Growth* 9, pp. 131-165.

Sachs, J. 2003. "Institutions Don't Rule: Direct Effects of Geography on Per Capita Income." National Bureau of Economic Research Working Paper No. 9490.

Moore, Mick and Mark Robinson. 1994. "Can Foreign Aid Be Used to Promote Good Government in Developing Countries?" *Ethics and International Affairs* 8(1): 141-158.

Doner, R. and Ben Schneider. 2000. "The New Institutional Economics, Business Associations and Development." *Brazilian Journal of Political Economy* 20(3): 39-62. (Read 39-47).

Hoff, K. and J. Stiglitz. 2001. "Modern Economic Theory and Development." In Gerald Meier and Joseph Stiglitz eds. *Frontiers of Development Economics: the Future in Perspective*. New York: Oxford University Press: 389-459.

II. POLITICS AND DEVELOPMENT

6. June 30

Depoliticizing Development 1

Ferguson, James. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*: 1-21, Ch. 2 (25-73) and Ch. 3 (74-88).

Suggested

Harriss, John. 2001. *Depoliticizing Development: The World Bank and Social Capital*. New Delhi: Leftword Books.

Mosse, David. 2005. *Cultivating Development: An Ethnography of Aid Policy and Practice*. London & Ann Arbor: Pluto Press.

Sharma, Aradhana. 2008. *Logics of Empowerment: Development, Gender,*

and Governance in Neoliberal India. Minneapolis: University of Minnesota Press.

Scott, James. 1998. *Seeing Like a State*. New Haven: Yale University Press.

7. July 7

Depoliticizing Development 2

Ferguson, James. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*: Ch. 5 (135-166), Ch. 9 (251-277) and Epilogue (279-288).

Li, Tania. 2007. *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Durham: Duke: 230-269.

8. July 14

Are We Still All Institutionalists?

Hudson, D. and A. Leftwich. 2014. "From Political Economy to Political Analysis." Research Paper 25. Birmingham: DLP: 48-102.

Cleaver, F. 2012. *Development through Bricolage: Rethinking Institutions for Natural Resource Management*. London: Routledge: 1-24.

Suggested

Hutchison, J., W. Hout, C. Hughes, and R. Robison. 2014. *Political Economy and the Aid Industry in Asia*. Basingstoke, Hampshire: Palgrave Macmillan, pp. 77-102.

Roland, G. 2004. "Understanding Institutional Change: Fast-Moving and Slow-Moving Institutions." *Studies in Comparative International Development* 38(4), pp. 109-131.

World Bank. 2017. *World Development Report 2017: Governance and the Law*. Washington, D.C.: World Bank.

Andrews, Matt, Lant Pritchett, and Michael Woolcock. 2017. *Building State Capability: Evidence, Analysis, Action*. Oxford: Oxford University Press.

Hickey, S. K. Sen, and B. Bukenya. 2015. "Exploring the Politics of Inclusive Development: Towards a New Conceptual Approach." In S. Hickey, K. Sen, and B. Bukenya eds. *The Politics of Inclusive Development: Interrogating the Evidence*. New York: Oxford University Press: 3-32.

For the background of PRSPs, read this short piece: Booth, David. 2005. "Missing Links in the Politics of Development: Learning from the PRSP Experiment." Working Paper 256 Overseas Development Institute, pp. 1-10.

III. POVERTY, ENVIRONMENT, AND DEVELOPMENT

9. July 21

Causes of Poverty: Social Capital vs. Relational Approaches

World Bank. 2000. "Causes of Poverty and a Framework for Action." World Development Report: Attacking Poverty. Washington, D.C.: World

Bank: 31-41.

Harriss, John. 2001. *Depoliticizing Development: The World Bank and Social Capital*: 1-14.

Mosse, D. 2010. "A Relational Approach to Durable Poverty, Inequality and Power." *Journal of Development Studies*, 46(7), pp. 1156-1178.

Suggested

Sen, Amartya. 1999. *Development as Freedom*. New York: Anchor Books.

Fine, B. 2010. *Theories of Social Capital*. New York: Pluto Press.

----- . 2001. *Social Capital versus Social Theory*. London: Routledge.

Cleaver, Frances. "The Inequality of Social Capital and the Reproduction of Chronic Poverty." *World Development* 33(6), pp. 893-906.

Driscoll, Ruth, with Alison Evans. 2005. "Second-Generation Poverty Reduction Strategies: New Opportunities and Emerging Issues." *Development Policy Review* 23(1).

Bebbington, A., S. Guggenheim, E. Olson, and M. Woolcock. "Exploring Social Capital Debates at the World Bank." *Journal of Development Studies*, 40(5), pp. 33-64.

Wood, G. 2003. "Staying Secure, Staying Poor: The "Faustian Bargain." *World Development* 31(3), pp. 455-471.

Tilly, C. 2007. "Poverty and the Politics of Exclusion," in: D. Narayan and P. Petesch eds. *Moving Out of Poverty (Vol 1): Cross-Disciplinary Perspectives on Mobility*. Basingstoke, UK and New York: Palgrave Macmillan; Washington, D.C.: The World Bank, pp. 45-76.

Green, Maia and David Hulme. 2005. "From Correlates and Characteristics to Causes: Thinking About Poverty from a Chronic Poverty Perspective." *World Development* 33(6): 867-879.

McCarthy, John. 2016. "Using Community led Development Approaches to Address Vulnerability after disaster: Caught in a Sad Romance." *Global Environmental Change*, pp. 144-155.

Warren, C. and L. Visser. 2016. "The Local Turn: an Introductory Essay Revisiting Leadership, Elite Capture and Good Governance in Indonesian Conservation and Development Programs." *Human Ecology* 44(3), pp. 277-286.

10. July 28

The Environment and Development

*Robbins et al. 2014. *Environment and Society*. Chapter 4 (49-64).

Hardin, Garrett. 1974. "Commentary: Living on a Lifeboat." *BioScience* 24(10), pp. 561-8.

Feeny, D. et al. 1990. "The Tragedy of the Commons: Twenty-Two Years Later." *Human Ecology* 18(1), pp. 1-19.

Suggested

IPCC. 2019. *Climate Change and Land: an IPCC special report on climate change, desertification, land degradation, sustainable land*

management, food security, and greenhouse gas fluxes in terrestrial ecosystems.

Dietz, Thomas, Elinor Ostrom, and Paul C. Stern. 2003. "The Struggle to Govern the Commons" *Science* 302, pp. 1907-1912.

Berkes, F. et al. "The Benefits of the Commons." *Nature* 340, pp. 91-93.

Ostrom, Elinor, Joanna Burger, Christopher B. Field, Richard B. Norgaard and David Policansky. 1999. "Revisiting the Commons: Local Lessons, Global Challenges." *Science* 284: 278-282.

Agrawal, Arun and Clark Gibson. 1999. "Enchantment and Disenchantment: The Role of Community in Natural Resource Conservation." *World Development* 27(4), pp. 629-649.

Griggs, D. et al. 2013. "Sustainable Development Goals for People and Planet." *Nature* 495 (March 21), pp. 305-307.

Berkes, F. 2003. "Rethinking Community-Based Conservation." *Conservation Biology* 18(3), pp. 621-630.

11. August 4

*****FINAL PAPER*****