

INTERNATIONAL DEVELOPMENT

POL 124, Fall 2016
Wednesday, 3:15-6:30pm
Adams Center, Room 216
Professor Katherine V. Bryant

...[L]et us recognize that extreme poverty anywhere is a threat to human security everywhere. Let us recall that poverty is a denial of human rights. For the first time in history, in this age of unprecedented wealth and technical prowess, we have the power to save humanity from this shameful scourge. Let us summon the will to do it. –Kofi Annan

Contact Information

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Office Location: Deane Hall 215
Office Hours: 9:30-10:30am MW and by appointment. I will also usually be available immediately before and after class each week.

Course Description

Credits: 4. An examination of international development and the North-South gap within a political economy and human development perspective, focusing on the main arguments about the two faces of development (national and international) and the contending theories and strategies in world development.

Last year marked the deadline for the Millennium Development Goals (MDGs), an unprecedented program committing world leaders to address serious problems of extreme poverty across a variety of issue areas. While progress in meeting some of these goals has been substantial, others have largely failed. To address the persistence of poverty and inequality throughout the world, the global community has committed itself to the pursuit of a new set of Sustainable Development Goals (SDGs) over the next fifteen years. This class is designed to provide both a theoretical and practical foundation for students to understand the patterns and processes that contribute international development and the potential success or failure of these future policies. In this class we will address questions

such as: What is development? How can we measure development? Why has development been so unequal across time and space? and, What can we do to improve development in the future? Addressing these questions is not only a political and economic issue, but a moral one as well, as development policies have profound implications for the real world.

The main focus of the course will be on theories of development. After first defining more precisely what a “developed” country looks like, we will then explore theoretical explanations accounting for these differences. We will examine more closely how differences in development can be attributed to (and are affected by) factors such as political institutions, globalization, regime change, urban politics, ethnicity, religion, gender issues, and the environment. While examining these issues in a theoretical context, we will also take a more practical approach by examining how today’s leaders and organizations are implementing development policies associated with each of these issue areas. We will examine the roles and strategies of national, international, and non-governmental organizations, as well as private actors. By approaching issues in development from both of these standpoints, at the end of the course students should have a broad understanding as to the nature of international development, as well as the challenges it faces in the future.

Prerequisites

POL 020 and POL 040.

Course Learning Outcomes

By the end of the course, students can expect to be able to:

- Define the concept of development.
- Discuss controversies and problems that exist when attempting to measure global development.
- Describe the history of development as well as historical approaches to the subject.
- Apply theories of development to contemporary issues.
- Describe the role of democratic governance in promoting development.
- Discuss the role of urbanization, ethnicity, religion, and gender in terms of promoting or hindering development in the third world.
- Discuss the interrelationship between environmental policies and development.
- Describe the role of aid agencies in the development landscape.

Students with Disabilities

Students who have been diagnosed with a disability (chronic medical, learning, physical, or psychological) are strongly encouraged to contact the Office of Disability Services (ODS) as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by ODS. For more information, contact Sheri Noble, Director of Disability Services (565-6186, snoble@westmont.edu) or visit the website http://www.westmont.edu/_offices/disability. ODS is located in Voskuyl Library rooms 310A and 311.

Academic Integrity and Plagiarism

As commonly defined, plagiarism consists of using the ideas, words, writings, etc. of another as your own. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the other person's permission. If you have any questions regarding plagiarism, paraphrasing, citations, etc., please see me. Please familiarize yourselves with Westmont's plagiarism policies, available online at: http://www.westmont.edu/_offices/provost/plagiarism/plagiarism_policy.html. This website also has additional resources you may wish to consult. If I find that you have violated these policies, I reserve the right to issue a failing grade.

Writing Center

Writers' Corner, the campus writing center, is an academic support service free for all Westmont students. Peer tutors are available for one-on-one tutorials in Voskuyl Library 215. Tutorials are typically offered after 4:00 p.m. on Monday-Thursday and after 7:30 p.m. on Sunday. Appointments are encouraged in order to receive first priority (make an appointment online at <https://westmont.mywconline.com>). Drop-ins are also welcome (first come, first served). We look forward to helping you succeed as a writer. For more information, visit the writing center website: http://www.westmont.edu/_academics/departments/english/writers-corner.html.

Absences

As this course only meets once a week, it is vital that you attend each session. If you are planning to miss class due to a school activity or other conflict, please inform me as soon as possible. Excessive absences will result in a deduction from your final grade.

Late Work and Missed Exams

All assignments should be completed on time. I will deduct five points from each assignment for each day it is late. If you know that you will be missing class, please email me any homework assignments before class begins. Likewise, make-up exams are only permitted if you have consulted with me ahead of time.

Classroom Protocol

This is a seminar style course and as such will entail a substantial amount of class discussion. I will lecture for part of the class period each week, but we will also learn from each other through open discussion. To facilitate this, students should come to class having completed the assigned readings ahead of time. You should also be prepared to answer questions related to the week's topic and bring up any interesting points you came across. In short, you cannot just come to class, sit back, and say nothing. Everyone is expected contribute in order to foster the best learning environment possible.

This class is political in nature and you may be confronted with views you do not share. While class discussions are always encouraged, please maintain the highest level of respect towards one another. If you fail to do so, I will ask you to leave the classroom and your grade will suffer.

Course Materials

Students are expected to complete the assigned reading before coming to class. The following three books are required.

- *Challenges of the Developing World, 8th Edition* by Howard Handelman.
- *The Age of Sustainable Development* by Jeffrey D. Sachs.
- *Development as Freedom* by Amartya Sen.

These are available at the Westmont Bookstore. Additional readings are listed in the course calendar and will be made available either in class or online. I may also assign supplemental readings throughout the course as I deem necessary. Note that the Handelman book also has a companion website (<http://textbooks.rowman.com/handelman8e>) with flashcards and quizzes that may be useful.

Canvas

I will be using Canvas as a course management system. You can access it here: <https://westmont.instructure.com>. As this is a new system for Westmont, there may be a bit

of a learning curve for all of us, but Canvas offers a great way for you to submit assignments, access course materials, track your grades, and collaborate with other students. Unless otherwise noted, please submit all materials directly through Canvas. If you encounter any problems, please email me as soon as possible.

Course Requirements

Participation and Class Assignments (10%) Students are expected to actively participate in each class session. I may also assign short homework assignments at various points throughout the semester. These may include but are not limited to: quizzes, brief written assignments, online research, or small group projects. Unless otherwise noted, please upload all materials to Canvas before the next class period.

Reading Responses and Class Discussion Leader (20%) There are two components to this requirement. The first is that students submit short written responses to a set of reading questions that I will provide. Responses should directly answer the questions posed. We will use these responses to begin and guide our class discussion for the week. Be prepared to present some or all of your responses in class. Students will submit responses for seven classes throughout the semester. This means you will need to plan in advance which weeks you will complete these responses. **Reading responses are to be uploaded to Canvas by 7:00pm the day before class (Tuesday).** The second component is serving as a class discussion leader. Students will sign up to do this twice during the semester. As discussion leader, you will help guide our class discussion of the week's reading and lecture. Reading responses will be circulated through Canvas the night before class so you can incorporate them into your plans for class. I strongly recommend coordinating with other discussion leaders beforehand.

Research Paper and Presentation (30%) Each student will submit a research paper focusing on a development topic in a country of their choosing. This is a thesis driven paper that should have a literature review, theoretical argument, and analysis section. To help develop papers over the semester, students will submit drafts of these sections throughout the semester. **Students will present their papers in a mini-conference on December 7th and the final paper should be uploaded to Canvas on December 12th by 10:00am.** More details on the paper and presentation requirements will be provided in class.

Midterm Examination (20%) The midterm will cover all material discussed prior to the exam. This includes class readings, lectures, and discussions. The exam will consist of short answers and essay questions. The midterm will be held in class on **October 12th**. Please bring a blue book.

Final Examination (20%) The final examination will cover all components of the class. It will consist of short answers and essay questions. The exam will be held on **December 15th from 3-5pm**. Please bring a blue book.

Grading Policies

All assignments, exams, and final grades will be determined by the following grading scale after rounding to the nearest whole number:

93 and above = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	59 and below = F

Grades and the grading scale are not expected to change. If you believe that you deserve a different grade on an assignment or exam, please make an appointment to see me within one week of receiving your assignment or exam back. Please know that I will not discuss grades through email or over the phone, you will need to come and see me in person. This applies to your final grades as well as grades on assignments and exams.

All grades will be posted on Canvas as soon as possible. I encourage you to regularly check your grades, as this will help eliminate any last minute surprises at the end of the semester.

Course Calendar

August 31st: Laying a Foundation - Defining the Concept of Development

- Read Handelman Chapter 1, pp. 1-18
- Read Sachs Chapter 1

September 7th: Background Information - A Brief History of Development and Theories of Development PLUS! Guidelines for writing your research paper

- Read Handelman Chapter 9, pp. 275-297
- Read Sachs Chapters 3 and 4

September 14th: The Problem of Global Inequality

- Paper proposal due
- Read Handelman Chapter 1, pp. 18-34
- Read Sachs Chapters 2 and 7

September 21st: Different Places, Different Challenges - Poverty in Urban and Rural Areas

- Read Handelman Chapter 6
- Read Sachs Chapter 11
- Read “Why East Asia Overtook Latin America: Agrarian Reform, Industrialization, and Development.” 2002. By Cristobal Kay. *Third World Quarterly* 23(6): 1073-1102.

September 28th: The Role of Political Institutions - Democracy

- Read Handelman Chapter 2
- Read *Development as Freedom* by Amartya Sen

October 5th: The Role of Political Institutions (cont.) - Revolutions and Military Rule

- Literature review due
- Read Handelman Chapters 7 and 8
- Midterm exam review

October 12th: MIDTERM EXAM

October 19th: Pluralism, Ethnic Politics, and Religious Divisions

- Read Handelman Chapters 3 and 4
- Read “Greed and Grievance in Civil War.” 2004. By Paul Collier and Anke Hoeffler. *Oxford Economic Papers* 56(4): 563-595.
- Read “The Strategic Logic of Suicide Terrorism.” 2004. By Robert Pape. *American Political Science Review* 97:343-361.

October 26th: Women and Development

- Theoretical argument due
- Read Handelman Chapter 5
- Read “Empowering Women Through Development Aid: Evidence from a Field Experiment in Afghanistan.” 2013. By Andrew Beath, Fotini Christia, and Ruben Enikolopov. *American Political Science Review* 107(3): 540-557.
- Read/Skim “The World Survey on the Role of Women in Development 2014.” Available here: <http://www.unwomen.org/en/digital-library/publications/2014/10/world-survey-2014>

November 2nd: The Environment

- Read Handelman Chapter 9, pp. 297-302
- Read Sachs Chapters 6, 12, and 13
- Read “Delegation to International Organizations: Agency Theory and World Bank Environmental Reform.” 2003. By Daniel Nielson and Michael Tierney. *International Organization* 57(2): 241-276.

November 8th: VOTE!!!

November 9th: Addressing Basic Needs - Education, Health, and Food Security

- Data analysis due
- Election Recap and Discussion
- Read Sachs Chapters 8, 9, and 10

November 16th: Foreign Aid and Development

- Read “A Primer on Foreign Aid.” 2006. By Stephen Radelet. *Working Paper: Center for Global Development*. Available at: <http://www.cgdev.org/publication/primer-foreign-aid-working-paper-92>
- Read “Why Foreign Aid is Hurting Africa.” March 21, 2009. By Dambisa Moyo. *Wall Street Journal*. Available at: <http://www.wsj.com/articles/SB123758895999200083>
- Read “Geopolitics and the Effect of Foreign Aid on Economic Growth: 1970-2001.” 2008. By Derek Headey. *Journal of International Development* 20: 161-180.

November 23rd: THANKSGIVING BREAK, NO CLASS

November 30th: The Future of Development

- Rough draft due
- Read Handelman Chapter 9, pp. 302-316
- Read Sachs Chapters 5 and 14
- Final exam review

December 7th: Class Presentations

FINAL PAPER DUE MONDAY DECEMBER 12TH AT 10:00AM

FINAL EXAM: Thursday December 15th, 3:00-5:00pm