The Politics of Developing Nations
CPO 4034, Section 5371, 3 credits - Spring 2010

Instructor: Iran Rodrigues
e-mail: iranmr@ufl.edu
Office: 010 Anderson Hall
Office hours: Wed 2-3pm, Fri 10-12am (or by appointment)
Class meetings: TUR 2328
Class times: MWF (8:30-9:20am)

Course Description:
In this course we will examine and debate some of the political and economic factors that have historically affected economic, political and social development in the “developing world.” While we will discuss a number of current events, this will take place from historical and theoretically informed perspectives. In this sense, we will explore a number of theories and concepts that have been used to understand the idea of development. We will also discuss some of the policy prescriptions for development – and their consequences – that emerged from these various theoretical perspectives.

Some of the themes discussed in this course include structural analyses of development such as modernization and dependency theories, neo-liberal, market-centered analyses, structural adjustment, interactions between the State and corporations, the role of democracy in economic development, and the importance of formal and informal institutions and of organized social actors.

Given the number and diversity of developing countries, it is not possible to discuss these topics as they apply to each one of them on a single course. Our objective here is to trace political and economic issues – and proposed solutions – that are common to many, if not all of them. We will however touch briefly on many different developing countries throughout this term. I would encourage those with real world or academic experience in developing countries to share their knowledge and experiences with the class. You will be asked to choose a developing country at the beginning of the semester and you should use this opportunity to familiarize yourself with the historical, social, economic and political dynamics of your chosen country. In other words, it is your responsibility to learn about your particular country and situate it within the thematic topics discussed throughout the semester.

Required books:
- Paul Collier. 2007. The Bottom Billion. Why the Poorest Countries are Failing and What Can Be Done About It. New York: Oxford University Press

Other readings:
- Denotes readings accessible through the E-Learning (WebCT/Vista) Website for the class, which is accessible through the address: http://lss.at.ufl.edu/

Important Note about the Readings:
It is expected that you come to class having completed ALL the readings for that day. The readings for this class range from journalistic to scholarly, descriptive to theoretical. When reading, avoid getting bogged down by unfamiliar ideas or historical details. Try your best to understand the main idea(s) of each piece, and then think about how this fits in with the other readings and issues we have discussed. Bring your questions, comments, and criticisms to class and join the discussion!
Grade Components:
Assessment of student competence will be based upon the following categories:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Attendance/Participation</td>
<td>5%</td>
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<tr>
<td>Pop quizzes (3, 5% each)</td>
<td>15%</td>
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<tr>
<td>Exam</td>
<td>20%</td>
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<tr>
<td>Weekly Questions</td>
<td>5%</td>
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<tr>
<td>Research papers (3, 10% each)</td>
<td>30%</td>
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<td>Country reports - reading/writing packages</td>
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100%

Participation/Attendance (5%)
You are expected to come to each class well prepared, which means you should cover each assigned readings and participate in discussions. You may miss two classes with no penalty; after that, your attendance grade will be docked 2% for each day you miss unless you have a university approved excuse. Please make sure I am informed before the lecture in question (or, in exceptional circumstances, within 24 hrs after), and provide appropriate documentation if you are going to miss a class.

Pop Quizzes (15%)
I will give three surprise quizzes during the term, each worth 5%. The quizzes will be designed to test whether you have completed the readings on a given day. The quizzes will consist of 5 multiple choice questions each, and will be based on the required readings for that day.

Exam (20%)
The exam will consist of a sample of multiple choice questions covering all reading materials, lectures and discussion topics covered so far. Students without a documented, university-approved excuse for absence for the mid-term automatically receive an E.

Weekly questions (10%).
For four different weeks, you will be asked to submit online two questions about the readings. These will be used to stimulate class discussion and as an indicator of your successful reading of the assigned material. Because they are posted online, you will be able to see what questions your classmates have posed and avoid repetition. Questions that are simple or generic (e.g. “What is the author’s main argument?”) are less helpful than those which draw connections between the various texts or between one of the texts and the outside world. You may choose the weeks (four) in which you will post the questions. Make sure you post the questions prior to class in which the readings will be discussed. A total of eight questions should be posted during the term.

Short Papers (30%)
You will be asked to choose a developing country at the beginning of the semester and you should use this opportunity to familiarize yourself with the historical, social, economic and political dynamics of your chosen country. This assignment will offer you the opportunity to explore the themes and readings discussed in class in relation to the country of your choice. One paper, worth 10%, must be written for each of the three aspects of development discussed throughout the semester (political, economic, and social).

All papers should be 3-5 full pages long (1” margins, 12-point font). This is a research paper, so sources and citations are expected. Each paper should have at least three sources, two sources must be from a peer reviewed journal, book, or edited volume. You may use any citation format you are comfortable with, however if you do not have one you prefer to use, please use the APSA format. Visit http://www.wisc.edu/writing/Handbook/DocAPSA.html for information on APSA formatting style.

Reading/writing Packets (20%)
At the end March and April, each student is required to turn in a reading/writing packet. The packet will be based on each student’s chosen country and consist of a summary of 12 newspaper articles and 4 journal articles of his or her
choice. The journal articles could have been written at any time, however the newspaper articles must have been written within the last year.

The packet that the student hands in will include:
1. a list of all newspaper article titles and sources, and journal articles read
2. A critical summary of the material. This summary should be three pages in length. The first page should simply be a concise summary of the material. The second and third pages should be a critical reflection of the material read, and should tie into themes/readings discussed thus far in the course.

Extra Credit (5% total, 5 movies, 1% each)
I will provide a list of movies/documentaries available at Library West and which discuss issues of development in “developing nations.” Once it is available on e-learning, you may choose some to watch and write a 1 page commentary about each movie. In your analysis, you should point out development issues you identified in the movie, discuss how they relate to what we’ve been reading and talking in class. You may also propose alternatives to the problems presented in the movie. Do you see any available alternatives? Which? Why do you think these may be adequate? On your analysis and suggestions, make sure you relate to the readings and themes discussed in class.

General Policies
Office Hours:
I always enjoy talking about politics and ideas, so if you are struggling to understand a topic or reading, or simply want to discuss ideas, please come talk to me. I enjoy assisting students, and make every effort to be flexible with office hours. If they aren’t convenient for you, we will simply find an alternate time to meet.

Tardiness: Please be on time. Late arrival on exam day does not merit you extra time, i.e. if you arrive 30 minutes before the end of class, you will have 30 minutes to finish the exam.

Cell phones & Laptops: Remember to put cell phones on silent and keep them out of sight. This is especially true during the exam or quizzes, when cell phone sightings can raise suspicions of cheating. Laptops can be an efficient way to take notes; however, if they are used to Facebook, email, watch Hulu, play grand theft auto, work on a paper that’s due in your next class, etc. they will be disallowed. Don’t ruin this privilege for others!

Policy on Missed deadlines: Students may miss deadlines only with university-accepted excuses. In the event of an illness, students should notify the professor prior to the deadline and provide proper documentation from their physician. If a student misses a deadline and for good reasons cannot contact me beforehand, it is the student’s responsibility to contact me within 24 hours after the exam. If the student fails to contact me within the allotted time, or fails to produce acceptable documentation, the student will receive an E on the assignment. Failure to participate in seminar presentations are also subject to the above mentioned policy of notification.

Academic Honesty: Cheating comes at a high price, and can result in the failure of an exam, paper, and even the class. To learn more visit http://www.dso.ufl.edu/judicial/academic.php. It is your responsibility to be familiar with the rules for referencing others’ ideas in your paper.

Acts of Cheating and Plagiarism include:
- Turning in a paper or any other assignment that was written by someone else (i.e. another student, a research service, a scholar, downloaded off the internet).
- Copying, verbatim, a sentence or a paragraph of text from the work of another author without properly acknowledging the source through a commonly accepted citation style and using quotation marks.
- Paraphrasing (i.e. restating in your own words) text written by another author without citing that author.
- Using an unique idea or concept, which you discovered in a specific reading without citing the author.

Participation: Your active participation is an integral part of this course. Engaging in discourse helps us formulate our own viewpoints about issues and provides the opportunity to enhance an important life skill – the ability to articulate one’s ideas. Consequently, a portion of (most) classes will be dedicated to a discussion of the readings assigned for that day. You are expected to come to class prepared to take an active role in discussion. Your ideas, energy, and engagement are expected.

Students with Disabilities: If you require classroom accommodation because of a disability, please register with the Dean of Students Office (http://oss.ufl.edu/). The Dean of Students Office will provide documentation to you, which you then give to me.
The Change We Need? I reserve the right to change the syllabus if necessary.

Grading Scale

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Course Outline:

Week 1

Wed 1/6
Introduction and course requirements.

Part I: Definitions and types of (under)development

Fri 1/8 - Defining development – Conceptualizing (≈ 30p.)
 Green and Luehrmann (textbook): pp. 5-6, 107-117 (12 pages)
 Collier (textbook): Preface and Ch. 1 – Falling Behind and Falling Apart: The Bottom Billion (15p)

Week 2

Mon 1/11 - Types of underdevelopment – Economic, Social, and Political (≈ 50p.)
 Sachs, Jeffrey. “A Global Family Portrait,” in The End Of Poverty... pp. 5-25. (20p)
 Hobsbawn, Eric. “Losers.” Ch. 7. Excerpt from The age of Capital. (19p)

 Film: Bolivian Blues.
 Film: Dam/Age. Narmada Valley dam project in India.

Fri 1/15 - Development traps – where growth can go wrong (≈ 45p.)
 Sachs, Jeffrey: Excerpt from Ch.3 (Section “Why Some Countries Fail...”, only pages 56-66) (10p)

More info:
 Check the World Bank Data Visualizer.
 Film: Perfect Famine. Hunger in Malawi. At journeyman.tv

Week 3

Mon 1/18 - HOLIDAY – No class.

Part II: Historical roots of (under)development

Wed 1/20 - Macro-historical perspective: the uneven development of civilization (≈ 32p.)
 Green and Luehrmann (textbook): ch.2: 29-42 – Precolonial history (13p)

Fri 1/22 - Colonialism (= 35p.)
- Green and Luehrmann (textbook): ch.3: 43-54 – Colonialism: Gold, God, Glory (10p)

Week 4

Mon 1/25 - Independence & Post-Colonialism – Legacies of Colonialism (= 50p.)
- Green and Luehrmann (textbook): ch.4: 55-68 – Independence or In Dependence? (13p)
- Clapham, C. “Nationalism and Decolonization,” p. 25-37 (excerpt from ch.2 in *Third World Politics*) (12p)

Part III: Theories of development

Wed 1/27 - Modernization Theory (= 30p.)

Fri 1/29 - Dependency Theory & World Systems Theory (= 30p.)

Part IV: Development Models and the Role of the State

Week 5

Mon 2/1 - Import Substitution Industrialization (ISI) (= 60p.)

Alarcon, Diana and Terry McKinley. “Beyond Import Substitution: The Restructuring Projects of Brazil and Mexico.” Latin American Perspectives, Vol. 19, No. 2 (Spring, 1992), pp. 72-87 (15p)

Wed 2/3

Film: Maquilapolis : City of factories.

Fri 2/5 - Export Processing Zones (EPZs) (=48p)

Kristof, Nicholas and Sheryl WuDunn, “Two Cheers for Sweatshops”, New York Times article, 2000 (2p)


Week 6

Wed 2/8 - Comparative Advantage and the Role of the State (=15p)

Lee: “Comparative Advantage.” (3 pages)

Evans, Peter. 1995. “States and Industrial Transformation,” In Embedded Autonomy, pp. 3-18 (15p)

Mon 2/10 - The East Asian “Tigers” – East Asia: Economic success and development? (=40p)


“Asia’s Re-emergence”, Foreign Affairs, Nov/Dec 1997 (16p)


Part V: The end of History?: (Neo)liberalism, free trade and globalization

Fri 2/12 - Neoliberalism: End of History? (Free Trade and the Washington Consensus) (=45p.)


Collier (Textbook): ch.6: 79-96– On Missing the boat: the marginalization of the Bottom Billion.. (17p)


Klein, Naomi: “States of Shock,” p. 91-109 (excerpt from The Shock Doctrine)

Useful sites:


The Global Poverty Monitoring Database. World Bank.

Week 7

Mon 2/15 - Debt Crisis and Structural Adjustment Programs (SAPs) (= 50p.)

Green and Luehrmann (textbook): ch.7: 139-145 – Structural Adjustment (6p)


Pannizza: ch.7:142-167 – The opening of a paradigm... (25p)

Fri 2/19 - State’s new role: From large to smaller and smarter (= 25p.)

Part VII: Development ‘Traps’

Week 8
Mon 2/22 - Natural Resource Trap (= 45p.)
☞ Collier (Textbook): ch.3: 38-52– The Natural resource trap. (14p)
☞ Campbel, Greg. “From pits of despair to altars of love.” In Blood Diamonds, ch.1. pp.1-23 (22p)
☞ Short movie on the diamond trade.

Wed 2/24 - The ‘trap’ of Ethnicity and Conflict (= 25p.)

Fri 2/26 - The Natural Resource Trap II – Oil Curse? (= 50p.)
☞ Ross, Michael L. “Does oil hinder democracy?” World Politics 53 (April 2001), 325–61 (30p) (skim only)
☞ Ross , Michael L. “Blood Barrels: Why Oil Wealth Fuels Conflict.” Foreign Affairs, May/June 2008 (7p)

Week 9
Mon 3/1 - The Role of Multinational Corporations (= 30p.)
☞ Green and Luehrmann (textbook): ch.6:125-132 – From “Forcing Investment” to “Aid and debt” (6p)
☞ John Mackey: “Rethinking the Social Responsibility of Business: Putting Customers ahead of Investors” (4p)
☞ Friedman, R. and Mackey: “Rethinking the Social Responsibility of Business: Making Philanthropy out of Obscenity” (8p)
☞ Iversen: “AIDS Drug Patent Uproar: Putting People Before Profits” (2p)

Wed 3/3 - Invited Guest
Fri 3/5 - Exam

March 3 – March 13: Spring Break

Part VIII: The Socio-Political Evolution of the Third World - Democracy and Development?

Week 10
Mon 3/15 - Democratization (= 40p.)
☞ Green and Luehrmann (textbook): ch.14: 300-319 – Ballots, not Bullets (part of chapter) (19p)

Wed 3/17 - Economic Development and Democracy (= 28p.)
Fri 3/19 - Political institutionalization in developing countries - Political Parties (≈ 40p.)

Week 11
Mon 3/22 - Judiciary independence and the Rule of Law (≈ 42p.)
- Buscaglia, Edgardo and W. Ratliff. “The economic impact of legal norms in developing countries,” In Law and economics in Developing Countries. Ch.1, pp.9-29 (20p)

Wed 3/24 - Informal Institutions and Access to Justice (≈ 35p.)

Fri 3/26 - Authoritarian Tendencies (≈ 30p.)
- Green and Luehrmann (textbook): ch.15: 331-342 – Political Transitions: Virtual or Real? (11p)

Week 12
Mon 3/29 - Violence, War and Terrorism (≈ 50p.)
- Rothenberg: “The Horn of Africa and Yemen: Diminishing the Threat of Terrorism” p. 1-22 (excerpt from Battling Terrorism in the Horn of Africa) (20p)
- Levy: “Central Asia Sounds Alarm on Islamic Radicalism,” (2 pages)

Wed 3/31 - Third World Views of the United States (≈ 25p.)
- Green and Luehrmann (textbook): ch.20:431-438 and 447-449 (case study of Iran) (15p)
- Klein, Naomi. p. 70-80 (excerpt from *The Shock Doctrine*) (10p)

**Part IX: Searching for solutions to (under)development**

**Fri 4/2 - The Nexus of Globalization and Gender, the Environment, and Migration (= 15p.)**
- Green and Luehrmann (textbook): ch.7:144-158 – From “How Getting prices right..” (14p)

**Week 13**

**Mon 4/5 - Gender (= 28p.)**

**Wed 4/7 - The Challenges of State-Building (= 10p.)**

**Fri 4/9 - The Impacts of Foreign Aid (= 40p.)**
- Green and Luehrmann (textbook): ch.6:132-138 – From “Aid and Debt” to the end of chapter (6p)
- Collier (Textbook): ch.7:99-123– Aid to Rescue? (24p)

**Week 14**

**Mon 4/12 - Civil Society and NGOs (= 37p.)**
- Green and Luehrmann (textbook): ch.10:187-224 – From Ideas to Action…

**Wed 4/14 – Presentations**

**Fri 4/16 - Looking Ahead – How do we solve these issues? (= 35p.)**
- Collier (Textbook) ch.11:175-192 – An agenda for Action.

**Week 15**

**Mon 4/19 – Presentations**