**POL 347 Politics of Development**

**Fall 2011**

Professor: Lisa Glidden Office: Mahar 439  
Email: lisa.glidden@oswego.edu Office Hrs: M 12:30 – 1:30,  
Class Website: via Angel TTh 11 – 12, and by appt.  
Class Meetings: MWF 11:30 – 12:25 in Mahar 204

**Course Description**

Why are there so many “developing” countries in the world? What does it mean to be a developing country? Why have some countries been able to improve their economies and their population’s lives, while other countries have not? The international community for the last 60+ years has attempted to bring about “development,” with very few success stories. In this course, students will critically examine the notion of development and how it has been put into practice. We’ll examine how and why the paradigm of development has changed over time, success stories and unsuccessful stories, and gender and development. This course includes an optional travel component to Ecuador (Dec 30 – Jan 16th) where we will study urban and rural development, and work in a rural community on sustainable development and conservation projects. **The travel component must be taken as a Q2 course (GLS 401/BIO 301) for additional credit.**

**Required Texts**

1) Handelman, Howard (2011) *The Challenge of Third World Development* 6th Edition. ISBN: 978-0-2-5-79123-1

2) Rai, Shirin *The Gender Politics of Development*

3) articles posted to Angel

**Recommended:** *A manual for writers of research papers, theses, and dissertations*, 7th ed., by Kate L. Turabian [University of Chicago Press, 2007; ISBN 9780226823379]

**Course Expectations:**

By the end of this course, students will be able to critically examine the notion of development and how it has been put into practice, describe how and why the paradigm of development has changed over time, to compare cases in order to determine what works and what does not work to bring about ‘development’, and to demonstrate their knowledge by applying ideas of development to a specific case in concrete policy or action suggestions.

**Grading** for the class is as follows:

Exams 40%

Final exam 15%

Participation 15%

Policy Paper 30% (Note: if you are taking this class to fulfill the women’s studies theory component, your paper must focus on an issue related to gender and theory)

Make-up exams will only be given if I am notified BEFORE you miss the exam (circumstances permitting).

Late papers will lose ½ a grade every day it is late, including if it is handed in late on the due date.

**Academic Honesty**

You can make sure that you **don’t plagiarize** either by checking out this link: <http://www.oswego.edu/library/instruction/plagtut/index.html>

As noted by the [Committee on Intellectual Integrity](http://www.oswego.edu/administration/provost/integrity/index.html), "Intellectual integrity on the part of all students is basic to individual growth and development through college course work. When academic dishonesty occurs, the teaching/learning climate is seriously undermined and student growth and development are impeded." With this in mind, you're expected to be(come) familiar with the [College Policy on Intellectual Integrity](http://www.oswego.edu/administration/registrar/policy_text.html#cpii). Your submission of written work for this class will be taken as your formal indication that you fully understand this policy, including relevant definitions and consequences of academic dishonesty.

**Campus Resources:**

There are many resources on campus to help you to succeed in this class.

***Library***

With your Oswego ID you have access through the Penfield Library to e-journals and databases, which should be helpful in research projects. Please contact a reference librarian if you have any questions.

***Office Hours***

I hold office hours every week. Please feel free to come by to talk about the class, or if you want to further understand a concept, etc.

***Disabled Student Services***

The Office of Disability Services is available to assist students who have a legally documented disability or students who suspect that they may have a disability. If you have a disabling condition that may interfere with your ability to successfully complete this course, please contact the office of Disability Services. Also, please see me to let me know how we may be of assistance. Alternative testing for students with learning disabilities is available.

Phone: (315) 312-3358

email: dss@oswego.edu <mailto:dss@oswego.edu

web: www.oswego.edu/dis\_svc

visit /mail: 183 Campus Center, SUNY Oswego, NY 13126

**Course Schedule**

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| **Week 1** | **Introduction** |
| Mon, 3/29 | Introduction to the course |
| Wed, 8/31 | Understanding Underdevelopment   * H: ch 1 |
| Fri, 9/2 | Implications of underdevelopment:  Bring in an article for discussion |
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| **Week 2** | **Democratic Development** |
| Mon, 9/5 | Labor Day – no classes |
| Wed, 9/7 | Democratization   * H: ch 2 |
| Fri, 9/9 | Gender and Democratization   * Rai: ch 3 |
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| **Week 3** | **Sectarianism and Development** |
| Mon, 9/12 | Does religion matter for development?  H: ch 3 |
| Wed, 9/14 | Does ethnicity matter for development?   * H: ch 4 |
| Fri, 9/16 | Film: Lebanon |
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| **Week 4** | **Gender and Development** |
| Mon, 9/19 | Discussion: Sectarianism and development |
| Wed, 9/21 | The issues, and what is at stake   * Rai: Introduction |
| Fri, 9/23 | Women and Development   * H: ch 5 |
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| **Week 5** |  |
| Mon, 9/26 | Gender and nation-building  Rai: ch 1 |
| Wed, 9/28 | Exam #1 |
| Fri, 9/30 | Fall Break Day – No classes |
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| **Week 6** | **The State** |
| Mon, 10/3 | Mainstreaming Gender, Democratizing the State?  Rai, ch 4 |
| Wed, 10/5 | Quotas   * Rai, ch 5 * Film: part one of Iraq film |
| Fri, 10/7 | Part 2 of Iraq film |
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| **Week 7** |  |
| Mon, 10/10 | Discussion: wrapping up gender and Iraq film |
| Wed, 10/12 | Agrarian reform   * H: Ch 6 |
| Fri, 10/14 | Film: Namibia |
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| **Week 8** |  |
| Mon, 10/17 | Urbanization   * H: Ch 7 |
| Wed, 10/19 | Revolutionary change   * H: ch 8 |
| Fri, 10/21 | Solidiers and Politics   * H: ch 9 |
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| **Week 9** | **Globalization and Global Governance** |
| Mon, 10/24 | Gender and global governance   * Rai: ch 6 |
| Wed, 10/26 | Knowledge, power, and TRIPS   * Rai : ch 7 |
| Fri 10/28 | Networking across borders   * Rai : ch 8 |
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| **Week 10** | **Political Economy and Development** |
| Mon, 10/31 | PE of development  H: ch 10 |
| Wed, 11/2 | Catch up day |
| Fri, 11/4 | Exam #2 |
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| **Week 11** | **Development Debates** |
| Mon, 11/7 | Jeff Sachs and *The End of Poverty*   * On Angel Reserve: Sachs, “Can Extreme Poverty Be Eliminated?” |
| Wed, 11/9 | * On Angel Reserve: Sachs, “A Pioneering Perspective” |
| Fri, 11/11 | * On Angel Reserve: Heller, “Making Aid Work” * On Angel Reserve: “Aiding Development: Tracking the Flows” |
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| **Week 12** |  |
| Mon, 11/14 | * On Angel Reserve: Easterly, “The Utopian Nightmare” |
| Wed, 11/16 | * On Angel Reserve: Easterly, “The Ideology of Development” |
| Fri, 11/18 | *Dead Aid*   * On Angel reserve : book review of *Dead Aid* |
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| **Week 13** |  |
| Mon, 11/21 | Summarizing the aid debate – how does this affect the global economic institutions? |
| Wed, 11/23 | Thanksgiving Break – no class |
| Fri, 11/25 | Thanksgiving Break – no class |
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| **Week 14** | **Evaluating the Aid Debates** |
| Mon, 11/28 | Who is doing the talking?  Who is doing the listening?  Whose voices are not heard?   * On Angel Reserve: Faux, “Without Consent: Global Capital Mobility and Democracy” |
| Wed, 11/30 | Where do we go from here?  Sachsterly reading from Huffinton Post |
| Fri, 12/2 | Case Study: Haiti   * On Angel Reserve: selections from *Haiti in the Balance* |
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| **Week 15** |  |
| Mon, 12/5 | Case study: Haiti   * On Angel Reserve: selections from *Haiti in the Balance* |
| Wed, 12/7 | Case study: Ecuador |
| Fri, 12/9 | Conclusions?   * On Angel reserve: “The new colonialists” |
| Wednesday  12/14/11 | **Final Exam 10:30 to 12:30**  **Policy Memos due** |
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