



2019-2020 Academic Year
Fall 2019



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 579 L01
POLITICAL ECONOMY OF DEVELOPMENT**

INSTRUCTOR: Chris W. J. Roberts

TELEPHONE: Cell (403) 870-9241

OFFICE: SS 702

OFFICE HOURS: Tuesday 1000-1100 & Wednesday 1530-1630 or by appointment

EMAIL: christopher.roberts@ucalgary.ca

COURSE D2L: <https://d2l.ucalgary.ca>

COURSE DAY/TIME: Tuesdays 1230-1515

COURSE LOCATION: KNB 130

COURSE PRE-REQUISITES: Consent of the department/instructor

COURSE DESCRIPTION:

This seminar style course comprehensively examines the political economy of development as it has evolved over time in response to the economic and political challenges faced by the developing world, mainly focusing on Africa, Asia, and Latin America. In the process, we will examine the range of competing theories, strategies, practices, international institutions, and policies that emerge in order to promote development as well as the various critiques that question specific theories and practices, or even notions of “development” itself. This will include engaging important debates in economic and political theory, gauging the role of internal/state versus external/international factors, and assessing the relationship between political inclusion and post-colonial state-building for development outcomes, including their economic, political, gender, environmental, and conflictual dimensions.

COURSE OBJECTIVES & LEARNING OUTCOMES:

Course Objectives:

- To introduce students to the wide-ranging literature and debates within the political economy of development and provide an opportunity for deep engagement with theories and practices around development over time
- To cultivate an ability to discern the theoretical (ideas) and practical (political and policy) complexities behind development within the context of specific regions and countries, including alternative domestic approaches and international actors and institutions that attempt to promote development

- To develop analytical and critical skills geared towards understanding and critiquing the concept of development within the context of its political economy, gendered, environmental, and conflictual dimensions

Learning Outcomes:

Students will develop the knowledge and/or skills to ...

- differentiate and identify major economic theories, their origins, assumptions, influence, and implications for the political economy of development
- identify and recognize the contributions of specific individuals (e.g., scholars, politicians, activists, practitioners, etc.) to the study, practice, and critique of development at different times and places
- develop an appreciation for the human, political, and societal complexities that create opportunities for or that constrain development in Africa, Asia, and Latin America
- differentiate and understand the roles played by different types of actors involved in development, from state governments and bilateral agencies to traditional authority structures, international organizations, and NGOs
- identify, understand, distinguish, apply, and critique a variety of key concepts, theoretical perspectives, and dominant narratives that attempt to explain and analyze the political economy of development
- develop a considerable level of expertise about one country, region, or thematic element that contributes to course knowledge and understanding of the political economy of development (through class discussions and presentations) leading to the production of a major research paper
- increase research and writing skills to competently find and assess primary information and secondary analysis relevant to the study of development

REQUIRED TEXTBOOK:

There is no required textbook for this course. A list of required readings is given in the “Course Schedule & Reading List” below and will be available on D2L or online.

An optional, supplemental text is available digitally via the UCalgary Library: Richard Peet and Elaine Hartwick, *Theories of Development: Contentions, Arguments, Alternatives* (3rd ed.). New York: Guildford Press, 2015.

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
Active seminar participation	25%	Assessed every class
Presentation (5%) on an assigned development theorist/practitioner plus hand-out (10%)	5% + 10%	To be scheduled in Classes 6-9
Two mid-terms:	10% + 10%	60 minutes at beginning of class: Oct. 8th (Class 5) & Nov. 19th (Class 10)
Research paper proposal and presentation	5%	Research proposals have to be approved before Reading Break. Short scheduled presentation in last 2 weeks. Paper due (D2L Dropbox) Noon, Thurs. Dec.12th
Major research paper	30%	
Total	100%	

ACTIVE SEMINAR PARTICIPATION (25%)

Given the seminar style of this course, class participation and accountability is a vital element. This means coming to class prepared to discuss the assigned readings, key themes and concepts, to ask questions, to contribute knowledge and perspectives from your own specialized research, and to engage with presenters (both the instructor and other students). Your contribution will be assessed every class in terms of quality and relevance over sheer quantity. The quality of questions and feedback on student research paper presentations will also be assessed.

PRESENTATION ON THEORIST/PRACTITIONER (5% + 10%)

You will thoroughly research one key theorist/practitioner (from an approved list) including a brief biography but mostly focus on their key writings/insights/policies/influence (as appropriate) and present your findings to the class. As part of the presentation, you will prepare and distribute a short handout to class members (template will be provided) at the beginning of your presentation. You will also ensure at least one core, relevant reading is available to the class via D2L the week before your presentation. The presentation and discussion role will be worth 5%, while your handout will be worth 10%.

TWO SHORT MID-TERM EXAMINATIONS (10% each, total 20%)

There will be two short (60 minute) mid-term exams to assess your understanding of key readings, concepts, and debates. They will mostly comprise short written answers/definitions, though may include some matching questions. These will be held in the first part of class on Oct. 8th and Nov. 19th.

Note: These will be closed book exams. No notes, laptops, cell phones, etc., will be allowed.

MAJOR RESEARCH PAPER (30% plus 5% plus 5%)

Everyone will develop a customized research question in consultation with the instructor that will drive three evaluative elements:

(1) Research Proposal (5%) will be developed in consultation with the instructor and must be approved before Reading Break. This will comprise a 3-4 page outline of the research problem/question, working thesis or hypothesis, methods/approach to be taken, and a brief literature review of some key sources plus a more extensive bibliography. If you do receive approval before 1600 (4pm) Friday, Nov. 8th, you will lose the 5% but still must submit a formal proposal and receive approval prior to your class presentation.

(2) Research Paper Presentation (5%) – To be scheduled during the last two weeks of the course, you will prepare and deliver a 8-10 minute presentation of your research problem and findings to the class followed by a Q&A session.

(3) Major Research Paper (30%) – A minimum 12-15 page (plus references and appendices) research paper will be due, uploaded to D2L Dropbox (in PDF), on Thursday, December 12th (Noon).

Writing Statement:

Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

GRADE SCALE:

The following grading scale will be used:

A+ (95+)	B+ (80-84)	C+ (66-69)	D+ (54-57)
A (90-94)	B (75-79)	C (62-65)	D (50-53)
A- (85-89)	B- (70-74)	C- (58-61)	F (0-49)

LATE PENALTIES:

Failure to finalize and submit a research paper proposal by the deadline will result in a grade of zero for that component (5% weighting). Late penalties of ten percent (10%) will be applied to your research paper for each 24 hours past the deadline, including weekends.

COURSE SCHEDULE, TOPICS, & READING LIST: The schedule is tentative and may change as the need arises.

COURSE SCHEDULE (Subject to change)		
DATE	TOPICS & THEMES	REQUIRED READINGS BEFORE CLASS
Class 1 Sept 10	Introductions, review course outline, assignments, class expectations What do we mean by political economy? What is development? What is poverty? Where does that terminology come from? Is development a complicated-technical problem or a complex-political-social outcome, or both?	Dadush, "Trade, Development, and Inequality," <i>Current History</i> (Nov. 2015) [PDF] Nshimbi, "Pan-African Aspirations Drive a New Free Trade Pact," <i>Current History</i> (May 2019) [PDF] Plus, compare <i>The Spectator</i> (2016) and <i>The Guardian</i> (2019) articles posted on D2L for their perspectives on global poverty today.
Class 2 Sept 17	Foundational assumptions (1700s-early 1900s): Mercantilist, Classical, Marxist, Neoclassical, and Institutional/Progressive Political Economy Marginalist Revolution (1870s), Imperialism & Capitalism (1900s), & the Socialist Calculation Debate (1920s)	Ha-Joon Chang (2003), "Kicking Away the Ladder: Development Strategy in Historical Perspective," <i>FPIF Special Report</i> [PDF] In addition, various reference sources are provided on D2L to help you prepare for this class (a list of key terms will be provided in Class 1)

<p>Class 3 Sept 24</p>	<p>Two World Wars, the Great Depression, and “Development” at the height of empire (before Truman’s Point IV) (1900s-1940s)</p>	<p>Foley (2010), “Lineages of Crisis Economics from the 1930s: Keynes, Hayek, Schumpeter,” <i>Eastern Economic Journal</i> [PDF] Abbot (1971), “A Re-Examination of the 1929 Colonial Development Act,” <i>Economic History Review</i> [PDF] Swedberg (1986), “The Doctrine of Economic Neutrality of the IMF and World Bank,” <i>Journal of Peace Research</i> [PDF]</p>
<p>Class 4 Oct 1</p>	<p>The collapse of empire and the rise of development planning and assistance (late 1940s-1960s): Development economics & institutions emerge and compete</p> <p>Thinker/Practitioner: Sir Arthur Lewis</p>	<p>Kharas (2013), “Development Assistance,” IDRC [PDF] White (2012), “Indian Planning and Development Economics,” Chapter 10 in <i>The Clash of Economic Ideas</i> [PDF] Kanbur (2016), “W. Arthur Lewis and the Roots of Ghanaian Economic Policy” Working Paper, Cornell University [PDF]</p>
<p>Class 5 Oct 8</p>	<p>From Modernization to Basic Human Needs & Women in Development (1960s-1970s)</p>	<p>Mid-Term 1 (1st 60 minutes of class)</p> <p>Gilman (2003), “Modernization Theory and American Modernism,” Chapter 1 in <i>Mandarins of the Future: Modernization Theory in Cold War America</i> [Ebook UCalgary Library] Howard (1983), “The Full-Belly Thesis,” <i>Human Rights Quarterly</i> [PDF] Muyoyeta (n.d.), “Women, Gender and Development” [PDF]</p>
<p>Class 6 Oct 15</p> <p>Class 7 Oct 22</p>	<p>Development alternatives: From delinking and dependency to Structural Adjustment (1960s-1980s)</p> <p>Post-Cold War (late 1980s-1990s):</p> <ul style="list-style-type: none"> • Sustainable Development to MDGs • Good Governance • Human Security-Development • Critical & Post-Development 	<p>*Five student presentations on influential development thinkers/practitioners*</p> <p>Escobar (1994), “Economics and the space of development: Tales of Growth and Capital,” Chapter 3 in <i>Encountering Development</i> [PDF] Williamson (2004), “A Short History of the Washington Consensus” [PDF]</p> <p>*Five student presentations on influential development thinkers/practitioners*</p> <p>Ferguson & Lohmann (1994), “The Anti-Politics Machine: ‘Development’ and Bureaucratic Power in Lesotho,” <i>The Ecologist</i> [PDF] Gisselquist (2012), “Good governance as a concept, and why this matters for development policy,” UNU WIDER Working Paper [PDF]</p>

Class 8 Oct 29	<p>Contemporary Development Debates & Approaches I:</p> <ul style="list-style-type: none"> • State-Directed/Beijing Consensus • Institutional Political Economy/Industrial & Extractives Policy for Development • SDGs/Post-Growth/De-Growth/Critical Globalism 	<p>*Five student presentations on influential development thinkers/practitioners*</p> <p>Huang (2010), “Debating China’s Economic Growth: The Beijing Consensus or The Washington Consensus,” <i>Academy of Management Perspectives</i> [PDF]</p>
Class 9 Nov 5	<p>Contemporary Development Debates & Approaches II:</p> <ul style="list-style-type: none"> • Democracy & Rights/Open-Access Orders/New Institutional Economics • Behavioural (or nudge) Economics (see https://www.povertyactionlab.org/) <p>*Research paper proposals have to be approved by 16:00, Friday, Nov. 8th*</p>	<p>*Five student presentations on influential development thinkers/practitioners*</p> <p>Easterly (2006), “The rich have markets, the poor have bureaucrats,” Chapter 5 in <i>White Man’s Burden</i> [PDF]</p> <p>Kabeer (2019), “Randomized Control Trials and Qualitative Evaluations of a Multifaceted Programme for Women in Extreme Poverty: Empirical Findings and Methodological Reflections,” <i>Journal of Human Development and Capabilities</i> [PDF]</p>
Week of Nov 12	Reading Break	Work on research papers
Class 10 Nov 19	<p>World Bank, IMF, & their vision of the political economy of development today: change or continuity?</p>	<p>Mid-Term 2 (1st 60 minutes of class)</p> <p>Class exercise: Selected analysis of contemporary WB/IMF reports and assessments, including <i>Understanding Policy Change: How to Apply Political Economy Concepts in Practice</i> (World Bank, 2013).</p>
Class 11 Nov 26	<p>Student presentations on major research papers (organized by region or theme)</p>	<p>These will be organized into thematic panels (3 panels per class)</p>
Class 12 Dec 3	<p>Student presentations on major research papers (organized by region or theme)</p>	<p>These will be organized into thematic panels (3 panels per class)</p>
Thursday Dec 12	Research Papers Due (by Noon)	Uploaded in WORD & PDF on D2L/Dropbox

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or office hours. Should you wish to meet outside of office hours, please email to make an appointment. It is to the student’s advantage to keep such appointments.

Email is a common form of communication but it is not always the most effective way of answering student questions. **Always include the course name (Poli 579) in the subject header of your email.** If you cannot make it to office hours, please request a one-on-one meeting outside of these hours. It is imperative that students regularly check their UofC

email accounts and D2L for course related information and announcements. If you have sent the instructor an email but have not received a reply within 24 hours, please resend.

As a seminar course, students are expected to come to class prepared. This is a heavy reading and participation course and it is imperative to spend time reading and making notes before class rather than relying on quick scans of articles in class. It is highly suggested that students be prepared to participate without laptops and other electronics available at all times. There will be times when you'll be asked to turn technology off. No recording of lectures and discussions (audio and/or video) is permitted without prior approval of the instructor, with exceptions of course made in the case of approved accommodations. Please be considerate of others and switch off all phones when you enter the classroom. Sending/receiving texts and browsing social media is extremely disruptive to others, and your own performance will also suffer.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at

<http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students’ Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students’ Union Representatives
Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>