Political Economy of Development and Underdevelopment

Political Science 204
Wellesley College
Spring 2007

__________________

Instructor: Christopher Candland
Office: 245 PNE
Phone: 2197

Class Room: 339 PNE
Class Hours: Mon and Thu 1:30 - 2:40
Office Hours: Mon and Fri 3:00 - 5:00

Course Tutor: Lauren Hume
Tutor’s email: lhume@wellesley.edu

Description

Political Economy of Development and Underdevelopment examines conceptions and measures of poverty, development, and underdevelopment; discusses the foundations and evolution of the major schools of political economy and development studies; and considers, in conclusion, three contemporary development phenomena: the implementation of International Monetary Fund structural adjustment programs, the promotion of internationally recognized core labor standards, and the feminization of informal sector work.

The course takes up the following questions: How has poverty been conceived of and measured? How have conceptions and measures of development evolved? Why does mass poverty persist in a world of affluence? Is it possible to eliminate poverty? What role did colonialism and nationalism play – and what roles do they continue to play – in shaping economic institutions and outcomes? What role do political regime type and economic development strategies have in promoting or hindering development? Which economic development strategies have been adopted most widely and why? What has been the effect of these strategies? Should trade agreements include clauses related to labor standards? Why do women and girls do less desirable work worldwide and how are women and girls training and organizing for better work? The course will not answer these questions for you. Rather, it introduces concepts and methods needed to formulate your own well-reasoned answers.
Course Format

This is not a lecture course. I will present core concepts, major theories, and case studies. But I encourage students to raise questions or make comments at any time. These questions and comments often lead to discussion. If you prefer uninterrupted lectures, this course might not appeal to you.

Course Goals

The broad goal of the course is to understand core concepts and major theories of political economy and to thereby gain literacy in political economy. On successful completion of the course, students will be able to understand non-quantitative political economy literature, to use political economy concepts and methods in analyzing historical and contemporary issues in political economy, and to recognize the uses and limits of specific kinds of political economy analysis.

Course Tutor

A tutor is attached to the course. Lauren Hume (lhume@wellesley.edu) is available for one-to-one or group discussion to answer any question about the core concepts, major theories, and influential scholars in development studies.

Requirements and Grading

This course requires a high level of student engagement and a large amount of work. Students must read assignments before the class in which they are discussed, provide brief responses to discussion questions prior to each class (or to raise questions of your own), and participate in class discussions. Students might be called upon to answer questions in class.

Assignments include:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Proportion of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>informed participation (throughout)</td>
<td>20 %</td>
</tr>
<tr>
<td>two short papers (1,500 words)</td>
<td>25 % (each)</td>
</tr>
<tr>
<td>final exam (1 hour – identifications and short essays)</td>
<td>30 %</td>
</tr>
</tbody>
</table>

The assigned paper topics are open-ended so that you can focus the question yourself and thus write to your strengths and interests. (See the class schedule below for details on these open-ended questions.)

The examination is comprehensive and held in-class on the last day of instruction. It asks you to identify key terms and to write short answers to your choice of questions. The terms are those that appear on a study sheet that I will distribute both at the beginning and again toward the end of the course. The questions are
taken from those you have responded to the semester and are included on a comprehensive handout. The examination is meant to ensure that all students completing Political Economy of Development and Underdevelopment have basic literacy in political economy.

**Deadlines and Extensions**

Deadlines are noted below (under paper assignments) and at the appropriate time in the class schedule below.

Unless you or your class dean informs me of an emergency or illness, grades on late work fall by one third of one letter grade every day after a deadline. (e.g., a B+ paper becomes a B-grade if it is turned in two days after the deadline.)

**Reading**


Available at the Bookstore and Knapp Reserves are:


**Paper Assignments**

Please include the word count – including the footnotes but excluding the bibliography – at the end of your paper. Please double-space and submit your work on paper, not electronically. Please place papers in my mailbox in the Political Science Department office in PNE 249, not under my office door. Please refer to the handout on strategies for papers, stylistic considerations, and citation formats. This is also posted on the electronic course conference.

First paper **Due: by Monday, February 26 by 4:00pm**

Explain the major cause (or causes) of poverty or underdevelopment. (Choose either poverty or underdevelopment and define). Why does poverty or
underdevelopment persist, and often increase, in a world of affluence?

Second paper Due: by Friday, April 20 by 4:00pm

In a country or territory of your choice explain (do not describe) how economic and political institutions under colonialism affected the regime type or economic policies (or both) of a new government.

Study Questions

Classes are accompanied by study questions. You are required to post on our electronic conference brief (non-graded) answers to at least one set of these questions the day prior (by 6pm) to the class in which the readings are covered and relevant reading are discussed. This exercise is designed to help you to know what to read for and how to prepare for class discussion and the final examination. I encourage you to read others’ responses in preparation for class discussion.

Students with Disabilities

I encourage students eligible for disability-related accommodations to inform me and James Wice, Director of Disability Services (x2434) within the first two weeks of the semester.
Class Schedule

Monday, January 29
**Introduction to Course, Goals, and Requirements**

Thursday, February 1
**In-Class examination**
This is an assessment examination. It is not graded. It is the same examination that will be held in-class on the last day of instruction.

1. Poverty and Development

**Note:** Your first paper – covering material from section one of the course – is due on Monday, February 26 by 4pm. Please see paper assignments details (above on page 3) and paper writing guidelines (below and on our electronic conference).

Monday, February 5
**How is Poverty Defined and Measured?**

Study Questions: (1) How does the World Bank define poverty? What, according to the Bank, is the relationship between growth and poverty and the relationship between growth and inequality? (2) What alternative measure of poverty would you propose? (3) How might we explain the observation that there is a general decrease in extreme poverty and increase in moderate poverty?

World Bank, "Growth, Inequality, and Poverty" and "Poverty" (Table 4) (World Bank 2000: 45-49 and table 4) access by clicking link here http://web.worldbank.org/ (or go to World Development Report 2000/01)

Thursday, February 8
**Is Poverty the Problem?**

Study Questions: What is it, according to Wallace, which “savage people” have that people at the “highest stages of civilization” have lost? Why does Farmer focus on suffering rather than poverty? What are the features (or, in Farmer’s terms, the "axis") of structural violence?

Wallace, "The Races of Man" (excerpt) Wallace 1869: 548-552)
Farmer, "On Suffering and Structural Violence" (Farmer 2003: 29-50, 270-277)
Monday, February 12

**Will Poverty Be Eliminated?**

Study Questions: (1) What are the UN Millennium Development Goals? Are they adequate to alleviating suffering? Which targets will be met and where? Which targets will be missed and where? (2) What is Ambassador de Riveros' position in whether poverty can be eliminated? Do you find that position convincing?


Thursday, February 15

**What is Development?  How is it Achieved?  Modernization Approaches**

Study Questions: (1) What is one of the assumptions adopted by modernization theory as it examines development? (2) What, according to Lerner, is the role of mass media in development? (3) What makes an economy or a country developed or underdeveloped?

Isbister, "Explanations of Underdevelopment" (excerpt) (Isbister 2003: 30-41)
Lerner, "The Grocer and the Chief: A Parable" (Lerner 1958: 19-42)
Rostow, "The Five Stages of Growth: A Summary" (Rostow 1960: 4-16)

Monday, February 19

**No Classes – Presidents Day**

Thursday, February 22

**What is Development?  How is it Achieved?  Marxist Approaches**

Study Questions: What transformed idyllic village life according to Engels? How, according to Engels, is underdevelopment created?

Isbister, "Explanations of Underdevelopment" (excerpt) (Isbister 2003: 49-56)
Monday, February 26

**Human Development and Capacity Approaches**

Study Questions: What is HDI and how is it measured? What are some of the other human development indicators and what do they add to the study of development and poverty reduction? What is the capacity approach to development? How does it differ from the income approach to development? Which human development indicators would be most useful to the capacity approach?

Sen, "A Decade of Human Development" (Sen 2000: 17-23)
Nussbaum, "The Capabilities Approach" (Nussbaum 2002: 123-135)

Thursday, March 1

**Gender and Development**

Study Questions: What is the relationship between economic growth and discrimination, according to Sen? Under which conditions does economic growth ameliorate gender discrimination? Under which conditions does economic growth exacerbate gender discrimination? Why might economic growth have these effects?

Sen, "Gender Inequality and Women’s Agency" (excerpts) (Sen 2002: 229-274)

---

2. **Does the Market Make Us Civil?**

Monday, March 5

**Engaging in Commerce and Promoting Civil Society**

Study Question: How does Smith construct the argument – using both moral and efficiency arguments – that a commercial society is a civilized society?

Smith, "Of the Principle which Gives Occasion to the Division of Labour" and "That the Division of Labour is Limited by the Extent of the Market" (Smith 1776: 25-36)
Thursday, March 8
**Exporting Markets and Undermining Democracy**

Study Questions: What is the relationship between European ethnicity and economic opportunity in Bolivia and Brazil? Why are distinct class and income relations seemingly shaped by ethnicity?

Chua, "Llama Fetuses, Latifundia, and La Blue Chip Numero Uno" and "Globalization and Ethnic Hatred" (Chua 2003: 23-48 or 49-76 and 1-17)  
[note: not on e-reserves]

3. **Colonial Institutions and Legacies**

Monday, 12 March
**Three Stages of European Imperialism**

Study Questions: Was European imperialism beginning in the 15th century distinct from previous forms of imperialism? What are the arguments for the long (500 year) duration and worldwide reach of European imperialism? What were the differences between stages of European imperial history? That is, how did European imperialism change in its five-century course?

Isbister, "Imperialism" (Isbister 2003: 66-101)  
Casas, "The Devastation of the Indies" (excerpt) (Casas 1992 (1552): 27-35)  
Abdel-Fadil, "Colonialism" (Eatwell, Milgate, Newman 1989: 61-67)

Thursday, March 15
**Colonial Technologies of Development**

Study Questions: What methods did colonizers use to create labor forces? How did those methods influence different economies?

Williams, "British Commerce and the Triangular Trade" (Williams 1994: 51-84)  
Frank, "Atlantic Region" (Frank 1998: map and table)

Monday 19 and Thursday 22
**Spring Break – No Classes**
Monday, March 26

**Nationalism and Independence**

Study Questions: (1) How, according to Marx, did colonialism perform both a destructive and a constructive role in India? (2) In what way might it be argued that nationalism is derived from colonialism? How might it be argued that European colonialism provide the occasion for the colonized to form nations? (3) Was African, Asian, and Latin American nationalism emancipative, as its proponents argued, or did it serve to betray the promise of independence, as some of our readings argue?

Isbister, "Nationalism and Independence" (Isbister 2003: 102-147)
Marx, "The British Rule in India" and "The Future Results of British Rule in India" (Marx and Engels 1972 (Marx 1853): 35-41, 81-87)
Nehru, "The Plunder of Bengal helps the Industrial Revolution in England" and "The Destruction of India’s Industry" (Nehru 1946: 295-302)

4. Development Strategies

**Note:** Your second short paper – covering material from section four of the course – is due on Friday, April 20 by 4 pm. Please see paper assignments details above (on page 3) and paper writing guidelines (below and on our electronic conference).

Thursday, March 30

**Political Development in an Era of Cold War Decolonization**

Study Questions: (1) How might it be argued that political order is the basis for all other goods and that development, therefore, is the institutionalization of political order through government? What are the assumptions of such a view? (2) How might it be argued that political development is the ideology suited for extending commercial society? What are the assumptions of such a view?

Huntington, "Political Order and Political Decay" (excerpt) (Huntington 1968: 1-11)
Ake, "Social Science as Imperialism" (Ake 1979: 99-103 and 130-131)
Kesselman, "Order or Movement?" (Kesselman 1973: 139-151)

Monday, April 2

**Industrialization with "Unlimited Supplies of Labor"**

Study Question: Why would economic inequality be considered beneficial to economic growth?
Thursday, April 5

**Engineering Growth**

Study Questions: How can specialization and trade generate greater benefits for all, including those economies that are not best at producing anything? What are the limitations of the economic model behind growth through specialization and trade (comparative advantage)?

Arndt, "Development as Growth (1945-1965)" (Arndt 1987: 72-87)

Monday, April 9

**Dependency**

Study Questions: What does the dependency theorists mean in arguing that the Third World is not undeveloped but underdeveloped? Is it possible for all countries to become developed?

Isbister, "Explanations of Underdevelopment" (excerpt) (Isbister 2003: 41-49)
Evans, "Imperialism, Dependency, and Development" (excerpt) (Evans 1979: 25-54)

Thursday, April 12

**The Developmental State**

Study Questions: What are the major features – structurally and descriptively – of the developmental state? What kind of an economy does a developmental state build? What have developmental states achieved? Where are their economies most vulnerable?

Johnson, "Political Institutions and Economic Performance" (Deyo 1987: 136-164)
5. Contemporary Development Issues

Monday, April 16

Structural Adjustment

Study Question: Why might a proponent of the developmental state regard structural adjustment as a setback to development?

de Rivero, "International Darwinism" (de Rivero 2001: 75-105)

Thursday, April 19

Structural Adjustment

Study Questions: What is the Washington Consensus? What are its limitations in the real world?

Stiglitz, "Freedom to Choose?" (Stiglitz 2002: 53-88)

Monday, April 23

The Asian Financial Crisis

Study Questions: What caused the 1997-99 Asian Financial Crisis? How did the IMF respond? Was the Crisis caused by market forces or by the absence of market forces?

Brauchli, "Caught Up in Enthusiasm" (1998: 1-10)
Johnson, "Let’s Revisit Asia’s ‘Crony Capitalism’" (Johnson 1999: 7)
Stiglitz "The East Asian Crisis" (Stiglitz 2002: 89-132)
MacEwan "What Causes Exchange Rate Fluctuations?" (MacEwan 2001: 29-30)

Thursday, April 26

Labor Standards and Trade

Study Question: Why are the alleged beneficiaries of labor clauses in trade agreements – third world workers – often united against them?

Candland, "Do Corporate Codes of Conduct Improve Labor Standards?: Evidence from Thai Apparel and Footwear Workers" (Candland 2005)
O'Rourke, "Sweatshops 101" (O'Rourke 2001: 50-53)
Monday, April 30

Gender and Informal Sector Work

Study Questions: Under what circumstances does marketization reduce discrimination and violence against women? Under what circumstances does marketization increase discrimination and violence against women?

Bowden, "I Wanna Dance with the Strawberry Girl" (Bowden 1999: 1-4)
Benería, "The Informal Sector and the Vicious Circle of Poverty" (Benería 2003: 108-120)
Rose, "SEWA: Women in Movement" (Rose 1992: 15-35)

Thursday, May 3

Review Class

Monday, May 7

Final Examination
Suggestions for Your Papers

Focus. A narrower argument is usually more defensible and more interesting. Be succinct. It's not merely a virtue; it's a requirement. (The text of each paper – not including footnotes and bibliography) must be fewer than 1,500 words.) Write long rough drafts. As you prepare your final draft, eliminate nonessential material. Papers may be shorter than the word limit. Many excellent papers are. At the end of the paper, give a word count (e.g., 1,302 words).

In your introduction, state your question and your approach and state your argument. Use topic sentences. The contribution of each paragraph should be clear from its first sentence. Avoid lists, worn-out metaphors, and contractions. Give phrases and the acronym for these phrases in parentheses (e.g., non-governmental organizations (NGOs)) before using an acronym alone. Capitalize acronyms. Do not capitalize common nouns.

Avoid first person claims. A sentence such as "I believe that a theory of group violence requires attention to gender" leads the reader to divide attention between the authority of the writer and the truth of the claim being advanced. ("Hmm...? That's an interesting claim. But I wonder how she came to believes that.") Stating a claim directly usually gives it more credibility. (e.g., "A theory of group violence requires attention to gender.")

Distinguish between countries, states, political regimes, governments, and nations and be clear about the concept to which you refer. Do not use country names as substitutes for states, political regimes, governments, or nations. The claim that "India has used preferential policies to combat caste discrimination" may refer to the administrative apparatus (i.e., the state), to the particular system of recruitment into that apparatus (i.e., the political regime), or to a government (i.e., the people who manage the state). Do not conflate nations and states. A nation is conceived as a community that believes it is united by a collective identity, perhaps by citizenship, culture, ethnicity, history, language, religion, territory, or some mixture of these. A "nation-state," wherein the borders of national identity and state authority coincide perfectly, is a compelling notion and often used to legitimate government, but is very rare, arguably non-existent. Keep in mind that states, countries, and regimes, being inanimate, are not actors. Thus, the notion of a non-state actor is an unnecessary redundancy. All actors, including governments, are non-state.

Use one of the citation formats described below.

Double-space; do not use one and one half-space formatting. Paginate. Check your grammar; edit thoroughly; proof read carefully.
Citation and Bibliography Formats

Ideas, and the words that are used to express them, are authored. However independent they might appear on the printed page, ideas and words exist because of someone’s effort. To represent another’s ideas or words as yours, even if paraphrased rather than quoted, is a form of theft, known as plagiarism. Carefully citing all sources of ideas and words in your writing protects you from the charge of plagiarism. If you are found to have plagiarized, you will fail this course and might face more serious sanctions from the College. Carefully citing all sources of ideas and words in your writing also impresses your reader with the research and authority that you bring to your subject.

Use one of the following citation formats in your papers. At the conclusion of a sentence that reflects or reports someone else’s opinion or information, use either an in-text citation or a footnote.

(1.) An in-text citation gives the author’s last name, year of publication, and page, in parentheses. (Last Name of Author(s) year: page). Then, in an attached bibliography, each source is given like this:

Last Name, First name, year, Title of Book, Place of Publication: Publisher.
Last Name, First name, month year, "article title," Title of Periodical, (Volume: Number).
Last Name, First name, year, "chapter title," in Title of Edited Book, First and Last Name of Editor, ed., Place of Publication: Publisher.

For example:

Kerala’s performance in economic and human development owes much to its religious diversity and its tradition of matrilineal property inheritance. (Drèze and Sen 1995: 200)

Then, in your bibliography, give the full citation, like this:


Following the in-text citation format, articles in periodicals or chapters in books should be listed in your bibliography like so:


(2) A footnote refers your reader to a complete citation at the bottom of the page. The footnote format is:

First name Last Name, Title of Book, Place of Publication: Publisher, Year, Page(s).
First name Last Name, "article title," Title of Journal, (Volume: Number), Month Year, Page(s).
First name Last Name, "chapter title," in Title of Edited Book, First and Last Name of Editor, ed., Place of Publication: Publisher, Year, Page(s).

For example:

Pakistan’s early development strategy intentionally promoted economic inequality as a technique for rapid economic growth.¹ At the bottom of the page, appears the footnote.


Articles in periodicals or chapters in books should be listed in your footnote like so:


If you use footnotes, you may include a bibliography but are not obligated to do so. If you use footnotes, be sure to place citations at the bottom (foot) of the page, not at the end of the paper (which would make them endnotes).