

RSOC 7630
POLITICAL ECONOMY OF DEVELOPMENT
3 credit hours
Fall 2008
12:30 – 1:45 p.m.

The central insight of the political economy perspective is that development doesn't just happen, but is shaped by institutional, class, and state interests. Political economy provides a conceptual tool for understanding how social forces affect the allocation of scarce economic and natural resources to meet particular development goals. The seminar will be devoted to the exploration of these interests, and to a critical examination of development policies and programs shaped by international donors, state agencies, and local elites. Although the primary focus will be on the Third World, much of the material to be covered also is applicable to questions of regional underdevelopment in the United States.

Course objectives are to acquaint students with major theories concerning development, and with the conceptual tools necessary to analyze social and institutional factors associated with development. We start with a set of readings that argue for the importance of the state, and follow this with a brief overview of theoretical perspectives brought to the question of international development. We follow this with a discussion of neo-liberalism and development in Asia, where we explore cultural and political factors which shape the implementation of economic reforms in a highly dynamic region. We move next to a broader consideration of development policy through discussion of McMichael's book on *Development and Social Change*. McMichael ends with a question ("Development for What") which is answered, perhaps, by Amartya Sen in his book *Development as Freedom*, who introduces a strong moral content into our discussion of development. We conclude with a discussion of microfinance and development, using the case of the Grameen Bank of Bangladesh.

INSTRUCTOR: Conner Bailey
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OFFICE HOURS: No fixed office hours. Generally I am in the office from 8:30 a.m. to 4:30 p.m. I teach a separate course 11:00 – 12:15 on Tuesdays and Thursdays so I will not be available during that period.

TEXTS: McMichael, Philip. 2008. *Development and Social Change*. Fourth Edition. Los Angeles: Pine Forge Press.

Sen, Amartya. 2000. *Development as Freedom*. New York: Alfred A. Knopf.

Dowla, Asif and Dipal Barua. 2006. *The Poor Always Pay Back: The Grameen II Story*. Bloomfield, CT.: Kumarian Press.

OTHER READINGS: Supplemental readings will be available on-line or as photocopies.

COURSE DESIGN: This course will be run as a graduate seminar where everyone will have an opportunity to lead discussions on the material we will read. For this purpose, you will be asked to *briefly* summarize the reading, noting what you got from the article and how it fits within on-going seminar discussions. Then you will pose one or more questions to launch discussions. Once we have finished with one article, we will move on to the next.

EXAMINATIONS: There will be three writing assignments, including the final. Each assignment will take the form of two essays written in response to three or more questions. Exams will be on a take-home basis. The expectation is that you should be able to answer questions based on readings and classroom discussions; there is no expectation of additional research for the exams. As a general guideline, essays written by graduate students should require 1000-1200 words. Exams should be submitted electronically.

RESEARCH PAPER: Each student is expected to develop and present a substantive research paper on a topic of their choice as long as it is related to the broad subject matter of this course. All students will present their papers in conference format (i.e., 12-15 minutes per presentation, with brief comments from the group after each presentation) at the end of the semester. Your research paper should be submitted electronically.

Students are to submit a brief (± 150 words) abstract of their proposed research along with a preliminary set of references no later than September 25th. Feel free to discuss your topic with me in advance. This preliminary material will not be graded, but is required. The purpose of developing a preliminary abstract is to make sure the research paper is developing in the right direction and not left to the last minute.

CLASSROOM BEHAVIOR: Energetic and reasoned debate on matters of substance raised by readings and classroom discussions are expected and welcomed. I expect that all will support an atmosphere of respect and tolerance for divergent opinions in the belief that we will learn most from those with whom we disagree.

ACADEMIC HONESTY: All work you submit must be your own. Appropriately cited materials that are used to bolster your line of argument are, of course, acceptable. In my experience, the vast majority of students are unfailingly honest. I have had, however, experience with those who have engaged in plagiarism, and several of my colleagues have noted that this has become an issue in their courses.

As a result, I am asking that you submit your exams and research papers for review by Turnitin.com. Information on and tutorials for this screening service can be found at <http://www.auburn.edu/img/tipsheets/turnitin.html>

Here is what you need to do to sign up for this screening service:

1. Go to < <http://turnitin.com/static/index.html> >.
2. At the upper right-hand corner click on <New Users>
3. Enter the following number in the "class ID" box: <2348423>
4. Enter the following password in the next box: <development>
5. Complete the remaining information and hit <submit>.

You then submit your papers for screening. I suggest you do a trial run with a paper you have written for a different course to become familiar with the system. I have created a special assignment <system check> for this purpose.

It is your responsibility to ensure that your papers are the product of your own work. If the Turnitin.com screening service identifies a problem, you have time to resolve the problem.

There are no penalties associated with this self-screening process, and I am perfectly willing to work with anyone who has any questions about what constitutes plagiarism or academic dishonesty. I am far more interested in promoting a culture of academic honesty than in catching and punishing a student who makes an honest mistake. However, please be aware that once you have submitted your work to me, I reserve the right (and have the responsibility, if I have reason for concern) to submit your work for review. If I find evidence of plagiarism, I will be forced to make judgments of severity and appropriate actions. Please do not put me in that position.

COMMUNICATION VIA EMAIL: Consistent with University policy, I will use your official Auburn University email address for electronic communications. It is your responsibility to monitor your email account.

STUDENTS WITH DISABILITIES: I will make every possible effort, in cooperation with the Program for Students with Disabilities, to provide students with disabilities an equal opportunity to pursue their education. I request that any student with a documented disability let me know what arrangements will best serve their needs and to do so as soon as possible. Students needing accommodations should arrange a meeting the first week of class. Come during office hours or email for an alternate time. Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244

Haley Center, 844-2096 (V/TT) or email: haynemd@auburn.edu

EVALUATION: 550 course points. Each of the three exams is worth 100 points, and the research paper is worth 200 points.

An additional 50 points can be earned on the basis of class participation. Criteria used in determining points for class participation include: (1) regular attendance; (2) active participation in discussions of assigned readings, including evidence of having read and understood these materials; and (3) creative contribution germane to class discussions which reflect ability to integrate assigned and outside readings, material raised in class discussions, as well as personal experience, (4) how prepared you are to lead seminar discussions when it is your turn to do so, and (5) organization and effective presentation of research paper.

Course grades will be assigned as a percentage of total course points, where:

- A = 90% and above
- B = 80 to 89.9%
- C = 70 to 79.9%
- D = 60 to 69.9%
- F = 59.9% and below

CLASS ATTENDANCE: Students are expected to attend the seminar. You can't participate in class discussions if you are not there, and this will be reflected in points earned for participation.

CELL PHONES AND PAGERS: Please turn cell phones and pagers off at the beginning of class.

Week Of: *Reading Assignments*

19 August AGENDA SETTING

21 August FAILURE AND ANARCHY

Foreign Policy and The Fund for Peace. 2008. The failed states index 2008.
http://www.foreignpolicy.com/story/cms.php?story_id=4350

Kaplan, Robert D. 1994. The Coming Anarchy. *The Atlantic Monthly* 273(2):44-76.
<http://www.theatlantic.com/doc/199402/anarchy>

26 August POLITICAL ECOLOGY AND THE STATE

Bryant, R.L. and S. Bailey. 1997. *Third World Political Ecology*. New York: Routledge.

Chapter 2: A Politicized Environment (pp. 27-47)
Chapter 3: The State (pp. 48-75)

28 August NO CLASS – PLEASE WORK ON RESEARCH PROJECT

2 September PRELUDE TO GLOBALIZATION

Hoogvelt, Ankie. 1997. *Globalization and the Postcolonial World: The New Political Economy of Development*. Baltimore: Johns Hopkins University Press.

Chapter 1: The History of Capitalist Expansion (pp. 14-28)
Chapter 2: Neo-Colonialism, Modernisation, and Dependency (pp. 29-43)

- 4 September GLOBAL COMMODITY CHAINS
- Gereffi, G. and M. Korzeniewicz (eds.). 1994. *Commodity Chains and Global Capitalism*. Westport, CT: Praeger.
- Gereffi, G. M. Korzeniewicz, and R.P Korzeniewicz. Introduction: Global Commodity Chains (pp. 1-14)
- Gereffi, G. The Organization of Buyer-Driven Global Commodity Chains: How U.S. Retailers Shape Overseas Production Networks (pp. 95-122)
- 9 September GLOBAL COMMODITY CHAINS (2)
- Gereffi, G. and M. Korzeniewicz (eds.). 1994. *Commodity Chains and Global Capitalism*. Westport, CT: Praeger.
- Goldfrank, W. Fresh Demand: The Consumption of Chilean Produce in the United States (pp. 267-280)
- Wilson, S. and M. Zambrano. Cocaine, Commodity Chains, and Drug Politics: A Transnational Approach (pp. 297-316).
- NOTE: READINGS FOR THE NEXT FOUR CLASS PERIODS ARE DRAWN FROM THE JOURNAL OF DEVELOPMENT STUDIES, AVAILABLE ON-LINE THROUGH THE AU LIBRARY (*ACADEMIC SEARCH PREMIER*)
- 11 September NEO-LIBERALISM AND DEVELOPMENT IN ASIA
- Robison, R. and K. Hewison. 2005. Introduction: East Asia and the Trials of Neo-Liberalism. *Journal of Development Studies* 41(2):183-196.
- Beeson, M. and I. Islam. 2005. Neoliberalism and East Asia: Resisting the Washington Consensus. *Journal of Development Studies* 41(2):197-219.
- 16 September NEO-LIBERALISM IN INDONESIA AND KOREA
- Hadiz, V.R., and R. Robison. 2005. Neo-Liberal Reforms and Illiberal Consolidations: The Indonesian Paradox. *Journal of Development Studies* 41(2):220-241.
- Hundt, D. 2005. A Legitimate Paradox: Neo-Liberal Reform and the Return of the State in Korea. *Journal of Development Studies* 41(2):242-260.
- 18 September NEO-LIBERALISM IN VIETNAM AND MALAYSIA
- Painter, M. 2005. The Politics of State Sector Reforms in Vietnam: Contested Agendas and Uncertain Trajectories. *Journal of Development Studies* 41(2):261-283.
- Case, W. 2005. Malaysia: New Reforms, Old Continuities, Tense Ambiguities. *Journal of Development Studies* 41(2):284-309.
- 23 September NEO-LIBERALISM IN THAILAND AND CHINA

Hewison, K. 2005. Neo-Liberalism and Domestic Capital: The Political Outcomes of the Economic Crisis in Thailand. *Journal of Development Studies* 41(2):310-330.

Liew, L.H. 2005. China's Engagement with Neo-Liberalism: Path Dependency, Geography and Party Self-Reinvention. *Journal of Development Studies* 41(2):331-352.

FIRST SET OF MID-TERM EXAM QUESTIONS DISTRIBUTED 23 SEPTEMBER. ESSAYS DUE 29 SEPTEMBER. TIME MAY VARY DEPENDING ON PROGRESS OF DISCUSSIONS.

25 September GLOBALIZATION AND THE DEVELOPMENT PROJECT

McMichael, Philip. 2008. *Development and Social Change*. Los Angeles: Pine Force Press.

Chapter 1: Development and Globalization: Framing Issues (pp. 1-22)

Chapter 2: Instituting the Development Project (pp. 25-54)

30 September GLOBALIZATION AND THE DEVELOPMENT PROJECT (2)

McMichael, Philip. 2008. *Development and Social Change*. Los Angeles: Pine Force Press.

Chapter 3: The Development Project: International Relations (pp. 55-8)

Chapter 4: Globalizing National Economy (pp 87-116)

2 October GLOBALIZATION AND THE DEVELOPMENT PROJECT (3)

McMichael, Philip. 2008. *Development and Social Change*. Los Angeles: Pine Force Press.

Chapter 5: Demise of the Third World (pp. 117-144)

Chapter 6: Instituting the Globalization Project (pp. 149-190)

7 October GLOBALIZATION AND THE DEVELOPMENT PROJECT (3)

McMichael, Philip. 2008. *Development and Social Change*. Los Angeles: Pine Force Press.

Chapter 7: The Globalization Project in Practice (pp. 191-230)

Chapter 8: Global Development and its Countermovements (pp. 231-272)

9 October GLOBALIZATION AND THE DEVELOPMENT PROJECT (3)

McMichael, Philip. 2008. *Development and Social Change*. Los Angeles: Pine Force Press.

Chapter 9: Development for What? (pp. 273-290)

Sen, Amartya. 2000. *Development as Freedom*. New York: Alfred A. Knopf.

Introduction: Development as Freedom (pp. 2-12)

Chapter 1: The Perspective of Freedom (pp. 13-34)

14 October THE MORAL CONTENT OF DEVELOPMENT

Sen, Amartya. 2000. *Development as Freedom*. New York: Alfred A. Knopf.

Chapter 2: The Ends and the Means of Development (pp. 35-53)

Chapter 3: Freedom and the Foundations of Justice (pp. 54-86)

- 16 October NO CLASS TODAY – MID-OCTOBER MENTAL HEALTH DAY
- 21 October THE MORAL CONTENT OF DEVELOPMENT
- Sen, Amartya. 2000. *Development as Freedom*. New York: Alfred A. Knopf.
- Chapter 4: Poverty as Capability Deprivation (pp. 87-110)
Chapter 5: Markets, State and Social Opportunity (pp. 111-145)
- 23 October THE MORAL CONTENT OF DEVELOPMENT
- Sen, Amartya. 2000. *Development as Freedom*. New York: Alfred A. Knopf.
- Chapter 6: The Importance of Democracy (pp. 146-159)
Chapter 7: Famines and Other Crises (pp. 160-188)
- 28 October THE MORAL CONTENT OF DEVELOPMENT
- Sen, Amartya. 2000. *Development as Freedom*. New York: Alfred A. Knopf.
- Chapter 8: Women’s Agency and Social Change (pp. 189-203)
Chapter 9: Population, Food and Freedom (pp. 204-226)
- 30 October THE MORAL CONTENT OF DEVELOPMENT
- Sen, Amartya. 2000. *Development as Freedom*. New York: Alfred A. Knopf.
- Chapter 10: Culture and Human Rights (pp. 227-248)
Chapter 11: Social Choice and Individual Behavior (pp. 249-281)
Chapter 12: Individual Freedom as a Social Commitment (pp. 282-298)

SECOND SET OF MID-TERM EXAM QUESTIONS DISTRIBUTED 30 OCTOBER. ESSAYS DUE 3 NOVEMBER. TIME MAY VARY DEPENDING ON PROGRESS OF DISCUSSIONS.

- 4 November MICROFINANCE
- Dowla, Asif and Dipal Barua. 2006. *The Poor Always Pay Back: The Grameen II Story*. Bloomfield, CT.: Kumarian Press.
- Foreward and Preface (pp. ix-xviii)
Chapter 1: Introduction (pp. 1-14)
Chapter 2: Classical Grameen and its Impacts (pp. 15-70)
- 6 November MICROFINANCE (2)
- Dowla, Asif and Dipal Barua. 2006. *The Poor Always Pay Back: The Grameen II Story*. Bloomfield, CT.: Kumarian Press.
- Chapter 3: Loan Products under Grameen II (pp. 71-104)
Chapter 4: Savings Mobilization: From One Taka to 3000 Billion Taka (pp. 105-136)

11 November MICROFINANCE (3)

Dowla, Asif and Dipal Barua. 2006. *The Poor Always Pay Back: The Grameen II Story*. Bloomfield, CT.: Kumarian Press.

Chapter 5: Archeology of Grameen II (pp. 137-170)
Chapter 6: Staff Incentives and Implementation of Grameen II (pp. 171-200)

13 November MICROFINANCE (4)

Dowla, Asif and Dipal Barua. 2006. *The Poor Always Pay Back: The Grameen II Story*. Bloomfield, CT.: Kumarian Press.

Chapter 7: The Education Loan and a Program for the Poorest (pp. 201-244)
Chapter 8: Conclusion (pp. 245-264)

18 November TBA

20 November TBA

FINAL SET OF MID-TERM EXAM QUESTIONS DISTRIBUTED 20 NOVEMBER. ESSAYS DUE 3 DECEMBER. TIME MAY VARY DEPENDING ON PROGRESS OF DISCUSSIONS.

25 November THANKSGIVING BREAK

27 November THANKSGIVING BREAK

2 December PRESENTATIONS OF RESEARCH PAPERS

FINAL ESSAYS DUE 3 DECEMBER

4 December PRESENTATIONS OF RESEARCH PAPERS (LAST DAY OF CLASS)

RESEARCH PAPERS DUE 8 DECEMBER