

Politics in Developing Nations (PLS 3863A)

Eastern Illinois University
Department of Political Science
Fall 2021

Instructor: Dr. Alexandria N. Wilson-McDonald
Email: awilsonmcdonald@eiu.edu
Office Hours: MW 1-3 pm, F 2-3 pm
Location: Coleman Hall 2351

Class Time: MWF 3-3:50 pm
Class Location: Coleman 2140
Credit Hours: 3
Technology Requirements:
Access to D2L and email

Course Description

In the past three decades most countries of the world have experienced massive economic growth despite a global financial crisis. However, in this new era of prosperity, some countries still fall behind with stagnant economies or even negative growth. Can these differences be attributed to failing political systems, inefficient economic policies, or social conditions? In this course, we will examine these questions from the perspective of various theories. We will not only consider the traditional theories of development and the causes for underdevelopment, but we will also move beyond these theories to examine the development paradigm from the perspective of feminists, environmentalists, Marxists, and post-development scholars asking questions like how is women's unpaid labor factored into models of economic growth? Does economic growth necessitate environmental pollution? Are underdeveloped states an unavoidable necessity in the global capitalist economic structure? And are development projects forms of neocolonialism? As today's world becomes ever more interconnected issues of development and underdevelopment become even more pressing. Yet, after trillions of dollars in aid money, we still have not solved the problem of poverty for the world's poorest countries. In this class, we will endeavor to answer why. We begin by examining the concepts of "development" and "underdevelopment." We then discuss the various theories of (under)development, focusing on both macro and micro perspectives. Finally, we examine the critiques of the development paradigm. While it is not possible to cover every country in the developing world, we focus on issues with relevance across multiple world regions, including Africa, Asia, Latin America, the Middle East, and even Eastern Europe. In this class, you will become familiar with the major theoretical debates surrounding aid and development, engage critically with these debates, and grapple with specific policy issues in developing countries.

Learning Objectives

- Students will be able to explain the challenges, successes, and failures of international development.

- Students will be able to differentiate among the meanings of various terms used to describe the developing world.
- Students will be able to evaluate different approaches to development and policy alternatives to development issues.
- Students will be able to reflect upon the ethical dilemmas associated with foreign aid and development practices.
- Students will be able to evaluate policy problems in the developing world and develop their teamwork skills through the final policy project.
- Students will practice and expand their writing and presentation skills through the writing assignments, memos, and final policy project.

Required Text

Introduction to International Development Approaches, Actors, and Issues, Edited by Paul Alexander Haslam, Pierre Beaudet, Jessica Schafer 4th Edition

All other required readings will be provided.

Course Assignments and Evaluations

Attendance and Participation

In this class we will critically analyze the required texts; thus, participation and engagement in class discussions is a requirement of attendance in this course. You are responsible for reading all assigned materials carefully ahead of time in preparation for class, failure to participate in class discussions will lead to deductions in your participation grade.

Attendance for this class will be taken at the beginning of every class. Each student is allowed two unexcused absences. Any further unexcused absences (this includes absences without a doctor's note, an excuse from the university, or another acceptable excuse) will result in a deduction of five points (for each absence) from your attendance grade.

In the first week of class students will complete a plagiarism quiz. This quiz is not graded and you may take it as many times as you need to score a 100%. Failure to complete the quiz will result in a deduction from your participation points.

Quizzes

There is one required book for this class, and it will serve as the primary text for our discussions, quizzes, and assignments. Additionally, we will cover academic journal articles and book chapters. Occasionally, we will also read news articles which are listed in the course schedule. Content from news articles and podcasts will not be included in the quizzes, however we will discuss these articles in class, as they provide an opportunity to connect the development theories you are learning to real world

events. I have made these required readings available to you on the course D2L site. Readings listed on the course schedule are to have been read prior to that class.

There will be five quizzes based on the readings throughout the semester. Each quiz will include 4-5 multiple-choice questions. Quizzes will be taken electronically in D2L. These quizzes are to ensure that students are keeping up with the class readings, combined they will total 25% of your final grade.

Response Papers

In this class you will be required to write two response papers on the assigned readings. Each response paper will be worth 10% of your total grade. In the first paper you will be asked to critically engage with the theories of (under)development, and in the second paper you will engage with critiques of the development paradigm. Your task for each paper is to summarize at least two of the theories discussed in the readings, discuss how these theories relate to one another and weigh their strengths and weaknesses. Papers should make explicit references to the assigned course readings. Each response paper should be four pages double-spaced. Please see the course schedule for due dates. Explicit directions for the response papers will be distributed in the second week of class.

Policy Project

In this course you will complete a semester-long project on a policy issue in a developing country. This project gives you an opportunity to apply the concepts and theories introduced in the course by developing a comprehensive, structured policy analysis for a hypothetical client. In this project you will practice identifying data sources and evaluating their utility, become familiar with the political and economic institutions of a specific developing country, learn to assess alternative policies, and select among policy alternatives. The policy project is a group project, and each student will produce a part of the project as a member of your “team of policy analysts.” Projects and team members will be assigned randomly in the second week of class.

Unlike a research paper, the purpose of this assignment is not to produce new knowledge, but rather to assess policy alternatives and provide your hypothetical client with the best course of action based on your research. This project is meant to simulate the work of professional policy analysts and provide you with the skills of producing a concise, evidenced based report on a policy issue in a relatively short period of time that is tailored to the needs of your hypothetical client. The “client” that has commissioned your team to conduct the analysis can be a U.S. government agency, a local government agency in the developing country, a non-governmental organization (NGO), a department of an international organization, or a private company with interest in the developing country.

As you will be working on this project throughout the semester you should become increasingly knowledgeable not only about your specific development issue but also about your developing country. Therefore, you should be able to apply the concepts and theories of (under)development discussed in class to the country in which you are working on the development policy issue.

The purpose of this project is to provide you with the skills to produce professional policy analysis reports, a valuable skill in many professions. Your task is to provide a policy analysis of the issue that you have drawn. Your team's goal is to prepare a final report to your "client" of no more than 12 double-spaced pages, including an executive summary, policy alternatives, a policy recommendation, and references.

Policy Memos

During the semester each student will submit a piece of the project in the form of memos. Each student is responsible for submitting one memo. You must decide in your team who will be responsible for submitting each memo and provide that information to me within the first three weeks of the course. Please see the course schedule for due dates. Explicit direction and explanation on conducting policy analysis, writing policy reports, and evaluating policy alternatives will be provided in the second week of class.

Memo 1 will include a statement of the problem, a statement on the symptoms of the problem, and a summary of policy alternatives with references (2-3 pages single-spaced).

Memo 2 will include a policy alternatives matrix. In this matrix you will list a maximum of three policy alternatives for your policy problem. Each alternative should be evaluated based on political feasibility, economic efficiency, and social equity. Each alternative should be given a score on these different variables.

Group Work Days

"Group Work Days" are listed on the course schedule to give students the opportunity to work on their projects with their teammates. To maintain social distancing and EIU's Covid-19 policies, Group Work Days and presentations will be held synchronously through Zoom so students can work with their teammates in breakout rooms. On these days we will meet for class over Zoom and, after a short lecture, students will work together in breakout rooms. We will also meet for project presentations over Zoom. Attendance will be taken at these meetings.

Group Presentation

At the end of the semester each team will provide a 15-minute presentation followed by a 5 minute Q&A with the audience. As a team you will highlight what the issue is, the current policy on the issue, provide us with a brief history of the politics and economics

of your country, present your list of policy alternatives (including the status quo), your recommended policy, and why you recommend this specific course of action. The final project should be presented as if the audience is your hypothetical client. Presentations will take place over Zoom. Remember to maintain professionalism in your presentation, this will factor into your grade. Students not presenting are required to listen attentively to other group presentations and ask questions during the Q&A session following each presentation. Failure to do so could result in a deduction of participation points.

Grade Breakdown

attendance 5%, participation 10%, two response papers 10% each (total 20%), quizzes 25%, one memo from each student 10%, final policy project 20%, presentation 10%

Grading Scale

Letter grades will be assigned according to the following numerical scales:

Letter Grade	Numerical Equivalent
A	94-
A-	90-93.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	<59.99
I	Incomplete

Important Policies

Late Policy: All assignments are to be submitted by 11:59 pm on the date in which they are due. Please check the course schedule for assignment due dates. Deadline extensions will be granted only in cases that conform with university policies. Official documentation must be provided for deadline extensions. Otherwise, 5 points will be deducted for each day that an assignment is submitted late. Turn late work in by emailing me within 48 hours of the due date, with flexibility for emergencies. Communication is vital—be sure to email me.

Class Expectations: We will engage in civil discussions, be respectful, supportive, curious, and open to learning from one another. Please let me know if you go by a name different from the roster or if you want to share your pronouns.

- **Be professional** at all times. You are preparing yourself to be a career professional. Remember that you are establishing your professional identity.
- **Be respectful** of other people. Everyone is entitled to their own opinion. While it is okay to disagree, please do so with respect to others. If you believe that someone has intentionally offended or insulted you, please contact the instructor immediately to discuss what has occurred and how to address the issue. *Insults and hate speech are not tolerated in this class.*

COVID-19 Prevention: We must work together to prevent the spread of COVID-19. All students, regardless of vaccination status, are required to wear face coverings during class. All reasonable efforts will be made to provide modifications to classroom seating arrangements if needed; however, this may not be possible in all situations. Students should not attend class if they are ill and should consult the student health clinic if they have any COVID-19-like symptoms. EIU's COVID-19 campus practices including face coverings, when and where required, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing all of which are based on the best available public health guidance. Everyone in the campus community is responsible for following practices that reduce risk. If you have a health condition that may require a potential classroom accommodation or variation from current EIU COVID-19 policy, please contact Student Disability Services (studentdisability@eiu.edu or 581-6583) to determine what options may be available based on current CDC guidance. If you are unable to follow EIU's COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. Accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43 [<https://castle.eiu.edu/auditing/043.php>]. To view the latest EIU COVID-19 related information and any policy updates, please visit <https://www.eiu.edu/covid/>.

Academic Honesty: Students must follow EIU's Code of Conduct; violations include collusion, data falsification, plagiarism, submitting previously completed work, theft of academic work, class disruption, and complicity with others in violation of these standards. Violations are reported and punishment may be an F in the course.

Other: Cell phone use is prohibited during class. Laptops and tablets are permitted, but I reserve the right to prohibit them if they become a distraction.

This syllabus is subject to amendment during the semester. Any changes considered as necessary by the instructor might be made without prior notification. However, changes will be announced in class and/or via e-mail. If any changes are made, the syllabus will be updated and shared with the students via D2L.

EIU Support System

Help with Technology: If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. Email and Chat options are also available on the "My Home" page after logging in to D2L. Other D2L resources including a D2L Orientation course for students are available on the "my Home" page. If you find yourself in need of technological assistance regarding other

software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk at 217-581-4357 during regular business hours or submit a help ticket at <http://techsupport.eiu.edu/>. Your professor cannot provide IT support.

Mental Health Support: Contact the [Counseling Clinic](#) for mental health treatment and support.

Student Success: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistance with time management, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696 or go to 9th Street Hall, Room 1302.

Disability Services: If you have a disability, contact me during the 1st week with your accommodations letter from the [Office of Student Disabilities Services](#). If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2005, or call 217-581-6583 to make an appointment.

Writing & Research Support: While I will not review entire papers prior to the due date, I encourage you to take advantage of the resources provided by EIU to help you to polish your papers. I will, however, be happy to answer any questions about your writing and look over small portions of your papers during my office hours. You can contact the [Writing Center](#) for a wide range of writing support. Contact [Booth Library](#) for research assistance. The Political Science reference librarian is Professor Steve Brantley (jsbrantley@eiu.edu).

Course Schedule		
August 23	Course introduction and syllabus review	
Concepts: What is Development and Underdevelopment?		
August 25	<ul style="list-style-type: none"> Chapter 1 “What is development? From economic growth to the sustainable development goals” from <i>Introduction to International Development</i> p. 3-24 	
August 27	<ul style="list-style-type: none"> Gore, Charles. 2000. “The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries.” <i>World Development</i>. 28(5):789-804. 	
August 30	<ul style="list-style-type: none"> Sachs, Jeffrey. Interview with the Carnegie Council on “The End of Poverty: Economic Possibilities for Our Time.” 2005. 1-11 https://www.carnegiecouncil.org/studio/multimedia/20050330-the-end-of-poverty-economic-possibilities-for-our-time 	

Course Schedule		
<i>Writing Policy Proposals</i>		
September 1	<ul style="list-style-type: none"> Weimer, David. "Memoranda Writing" "Writing a policy memo" research guide from USC Libraries 	Quiz #1
September 3	Group Work Day - Meet Your Policy Team	
September 6	No Class - Holiday	
<i>Theories of (under)Development</i>		
September 8	<ul style="list-style-type: none"> Chapter 3 "Theories of Economic Development" in <i>International Development</i> p. 41-47 	
September 10	<ul style="list-style-type: none"> Chapter 3 "Theories of Economic Development" in <i>International Development</i> p. 48-54 	
September 13	<u>Case Study - Eastern Europe</u> <ul style="list-style-type: none"> "Europe's eastern tigers roar ahead" by Lili Bayer in POLITICO January 23, 2018 https://www.politico.eu/article/central-and-eastern-eu-gdp-growth-economies/ Podcast by In Between Europe "The Economic Legacy of Transition." https://neweasterneurope.eu/2019/10/18/in-between-europe-22-transition30-the-economic-legacy/ 	
September 15	<ul style="list-style-type: none"> Chapter 3 "Theories of Economic Development" in <i>International Development</i> p. 54-57 	
September 17	<u>Case Study - China</u> <ul style="list-style-type: none"> David Harvey podcast "China's Economic Rise" Parts 1 & 2 	
September 20	<u>Case Study - Mexico & The U.S.</u> <ul style="list-style-type: none"> The Role of Institutions - "So Close and Yet so Different: The Economics of the Rio Grande" by Acemoglu & Robinson in <i>Why Nations Fail</i> p. 7-28 	
September 22	<u>Case Study - Mexico & The U.S.</u> <ul style="list-style-type: none"> The Role of Institutions - "So Close and Yet so Different: The Economics of the Rio Grande" Acemoglu & Robinson in <i>Why Nations Fail</i> p. 28-44 	Quiz #2
<i>Actors in International Development</i>		
September 24	<ul style="list-style-type: none"> Chapter 8 "State of the State" in <i>International Development</i> 	Memo 1 Due

Course Schedule		
September 27	<u>Case Study - The Arab States</u> <ul style="list-style-type: none"> • “Want to Stabilize the Middle East? Start with governance” By Tamara Cofman Wittes, November 22, 2016. https://www.brookings.edu/blog/markaz/2016/11/22/want-to-stabilize-the-middle-east-start-with-governance/ 	
September 29	<ul style="list-style-type: none"> • Chapter 9 “National Development Agencies & Bilateral Aid” in <i>International Development</i> 	
October 1	No Class I will be at the American Political Science Association Conference. Work on your policy project	Quiz #3
October 4	<u>Case Study - Polish Aid to Ukraine</u> <ul style="list-style-type: none"> • Podcast Humanitarian Aid to War Victims in eastern Ukraine. https://neweasterneurope.eu/2020/05/11/talk-eastern-europe-podcast/ <u>Case Study - U.S. Aid to Afghanistan</u> <ul style="list-style-type: none"> • “For Afghanistan Already on Brink, U.S. Aid Cut Is a Big Shove” By Mujib Mashal, in <i>The New York Times</i>, March 24, 2020 https://www.nytimes.com/2020/03/24/world/asia/afghanistan-us-aid-cut.html 	
October 6	<ul style="list-style-type: none"> • Chapter 10 “International Financial Institutions” in <i>International Development</i> 	
October 8	<u>Case Study - The Debt Crisis in Argentina</u> <ul style="list-style-type: none"> • “Argentina’s IMF bailout rekindles painful memories of past crises” By Jerome Roos, in <i>AlJazeera</i>. September 9, 2018. https://www.aljazeera.com/opinions/2018/9/9/argentinas-imf-bailout-rekindles-painful-memories-of-past-crises 	
October 11	<ul style="list-style-type: none"> • Chapter 11 “The United Nations and Multilateral Actors in Development” in <i>International Development</i> 	
October 13	<u>Case Study - Yemen</u> <ul style="list-style-type: none"> • “CNN exposes systemic abuse of aid in Yemen” By Sam Kiley, Sarah El Sirgany and Brice Lainé, May 20, 2019. https://www.cnn.com/2019/05/20/middleeast/yemen-houthi-aid-investigation-kiley/index.html 	Response Paper #1 Due
<i>Critiques of the Development Paradigm</i>		

Course Schedule		
	Marxist Critiques	
October 15	No Class - Holiday	
October 18	<ul style="list-style-type: none"> Chapter 4 “The Critical Political Economy of Development” in <i>International Development</i> 	
October 20	<u>Case Study - Latin American Dependency Theory</u> <ul style="list-style-type: none"> “Latin American Dependency Theory” Global South Studies by Steven Schmidt. https://globalsouthstudies.as.virginia.edu/key-thinkers/latin-american-dependency-theory 	
October 22	<ul style="list-style-type: none"> David Harvey “The Geopolitics of Capitalism” Parts 1 & 2 “Global economic growth has peaked, warns OECD.” <i>The Guardian</i>. By Larry Elliot. September 20, 2018. 	Quiz #4
	Feminist Critiques	
October 25	<ul style="list-style-type: none"> Chapter 6 “Gender and Development” in <i>International Development</i> Jain, Devaki. Chapter 3 “Questioning Development Paradigms” in <i>Women, Development and the UN: The Sixty Year Quest for Equality and Justice</i>. Read the section “Redefining Women’s Work” pp.75-80. 	
October 27	<ul style="list-style-type: none"> Jain, Devaki. Chapter 4 “Development As If Women Mattered” In <i>Women, Development and the UN: The Sixty Year Quest for Equality and Justice</i> 	
October 29	<u>Case Study - Latin America & The Caribbean</u> <ul style="list-style-type: none"> Sen, Amartya. 1990. “More Than 100 Million Women are Missing.” Woody, Christopher. Mar 17, 2016. “Latin America’s economic struggles could have deadly consequences” https://www.businessinsider.com/economic-growth-and-violence-against-women-in-latin-america-2016-3 	
	Environmental Critiques	
November 1	<ul style="list-style-type: none"> K.E. Boulding. 1966. “The Economics of the Coming Spaceship Earth” 	
November 3	<ul style="list-style-type: none"> Chapter 18 “Climate Change, Environment, and Development” in <i>International Development</i> 	

Course Schedule		
November 5	<p><u>Case Study: Eastern Europe</u></p> <ul style="list-style-type: none"> Podcast “Addressing the Challenge of Climate Change.” https://neweasterneurope.eu/2020/05/11/talk-eastern-europe-podcast/ <p><u>Case study: Nigeria</u></p> <ul style="list-style-type: none"> Iwenwanne, Valentine and Aisha Salaudeen. June 28, 2019. “The school where parents pay tuition fees with plastic bottles.” <i>CNN</i>. 	Memo 2 Due
	Post-development Critiques	
November 8	<ul style="list-style-type: none"> Chapter 5 “Post-development and Alternatives to Development” in <i>International Development</i> 	
November 10	<ul style="list-style-type: none"> Chapter 25 “Culture and Development” in <i>International Development</i> 	Quiz #5
November 12	<p><u>Case Study - Namibia</u></p> <ul style="list-style-type: none"> “A major dam project threatens a way of life: The last stand of the Himba.” By Cyril Christo in <i>The Hill</i>. https://thehill.com/changing-america/opinion/501211-a-major-dam-project-threatens-a-way-of-life 	
	Development in 2021: The Covid-19 Pandemic	
November 15	<ul style="list-style-type: none"> Chapter 21 “Development and Health” in <i>International Development</i> 	
November 17	<ul style="list-style-type: none"> Podcast “Geopolitics and Coronavirus” https://neweasterneurope.eu/2020/05/11/talk-eastern-europe-podcast/ 	
November 19	<p><u>Case Studies - Latin America and Asia</u></p> <ul style="list-style-type: none"> “Covid-19 and Economic Development in Latin America” https://blogs.lse.ac.uk/latamcaribbean/2020/04/16/covid-19-and-economic-development-in-latin-america/ “Covid-19 Learning from the Asian Tigers” https://emerging-europe.com/news/covid-19-learning-from-the-asian-tigers/ 	Response Paper #2 Due
November 22	No Class - Holiday	
November 24	No Class - Holiday	
November 26	No Class - Holiday	
	Policy Analysis Workshop Week: Sessions 1, 2, & 3	

Course Schedule

November 29	<p>Group Work Day</p> <p><u>Session 1: Evaluating Outcomes of Development Projects</u></p> <ul style="list-style-type: none"> • Chapter 28 “Planning and Appraising Development Projects” 	
December 1	<p>Group Work Day</p> <p><u>Session 2: Presenting Policy Analyses and Expectations for Audience Members</u></p>	
December 3	<p>Group Work Day</p> <p><u>Session 3: Project Q&A</u></p>	
December 6	Virtual Group Presentations	
December 8	Virtual Group Presentations	
December 10	Virtual Group Presentations - Chapter 30 “Ethics of Development” in <i>International Development</i>	Final Projects Due