

POSC 361-00:
Approaches to Development

Syllabus

Tuesday and Thursday: 10:10 a.m. – 11:55 a.m.

Spring 2010: January 4 – March 10

Willis 203

Department of Political Science, Carleton College, Northfield, MN

Tun Myint
Willis 415

Office Hours: MW: 10:00 – 11:00 a.m., T: 9:00 a.m. 10: 00 a.m., and by appointment

Phone: 507-222-7170

Email: tmyint@carleton.edu

Course Goals

This seminar will raise questions that unravel enduring market-society relations and tensions to study cases and evidence that help us understand the notion of development in diverse societies. On the one hand, some scholars and practitioners declare that we live in a market civilization where market exchange of goods and services dictate human behaviors and activities. On the other hand, some argue that social interactions and human associations ingrained in enduring traditions, cultures, and histories dictate human activities including market exchanges. We live in a very exciting time, intellectually speaking, of the second wave of “The Great Transformation” since Karl Polanyi’s explanation of the political and economic origins of our time. Both State and Market are undergoing enormous transformation amplified by ongoing global economic stresses and global environmental changes including climate change. This contextual background serves as a conceptual landscape for the intellectual journey of this seminar to explore diverse approaches to development, broadly understood.

The meaning of “development” has been contested across multiple disciplines and domains of societies. The disciplines of economics, political science, public policy, law, sociology, environmental studies, and anthropology all come to the forefront of studying how societies develop over time. In archeological terms, the development and continual existence of past civilizations has been at the core of the discourse among archeologists and historians who study factors leading to the rise and fall of civilizations. Can we reconcile the meaning of development in economic terms with the meaning of development in cultural, ecological, political, religious, social and spiritual terms? How can we measure quantitatively the holistic meaning of development? What and how do the UNDP Human Development Indexes and the World Development Reports measure to assess development of different countries? What are the

exemplary cases from local to global scale that illustrate development? How do individual choices and patterns of livelihood activities link to communal, societal, and civilizational development trends? These overarching questions frame the learning mission of this seminar.

This seminar is designed to enable students to: (1) gain knowledge about theoretical underpinnings of political-economic theories that explain political economic orders; (2) understand the concepts and challenges of quantifying development; (3) undertake a research paper on a self-selected topic to apply theories, concepts, and methods learned from the course. To execute these goals, the seminar will be guided by the following outline.

Course Outline

- Week 1: Ontological Foundations
- Week 2: Epistemic Orientations
- Week 3: Appraisal of Capitalism and State-centric World Orders
- Week 4: Public Choice and Constitutional Choice
- Week 5: Realities and Dynamics of Poverty
- Week 6: Democracy and Development
- Week 7: Knowledge and Development
- Week 8: Ecologicalization of Capitalism and States
- Week 9: Your Approach to Development
- Week 10: Min-Conference

Required Texts:

Deen K. Chatterjee (eds), *The Ethics of Assistance: Morality and the Distant Needy*, Cambridge University Press, 2004.

Paul Collier, *Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford University Press, 2007.

Deepa Narayan , Lant Pritchett , Soumya Kapoor, *Moving Out of Poverty: Success from the Bottom Up*, Palgrave Macmillan, 2009.

Elinor Ostrom, *Understanding Institutional Diversity*, Princeton University Press, 2005.

Karl Polanyi, *The Great Transformation*, Beacon Press, 1944, 57, and 2001.

Amartya Sen, *Development as Freedom*, Anchor Book, 1999.

In addition to reading some chapters of these texts, there will be e-reserve readings. I will also use visual materials such as movies and documentary videos that will serve as illustration to the theories, concepts, and puzzles we struggle with in this course.

Assignments, Expectations, and Grade

There are five components of course assignments. These five components will be used to evaluate your performance in this course. The points for each assignment are in parentheses. The assignments are:

- (1) **Active Reading and Class Participation (15):** Your participation in this class begins with reading the assigned materials *before* the class for which readings are assigned. Raising questions, reflecting on lectures and your colleagues' discussion in class are all counted as participation. This course will be conducted mostly in interactive lecture style. There will also be group-led and group-based discussion sessions. What this means is that you will have many opportunities to participate during the lecture. For group-led discussion sessions, I will assign a group of students to prepare a list of questions and ideas that are related to the readings and case study prior to the class discussion session. This assigned group is responsible for leading discussion with puzzles and questions. For group-based discussion sessions, I will assign problems related to the readings to each group during the class. After discussion within each group in class, groups will be responsible for reporting to the entire class and generating discussion. To be an effective participant, you should pay attention to current day world affairs and the role of international institutions. This requires you to read news in hard and soft media.
- (2) **Critical and Quantitative Review of Documentary Videos (15):** Student will select one documentary video out of three: *Our Daily Bread*, *Friends at the Bank*, and *A Powerful Noise*. Each of these videos deal with quantitative and qualitative arguments about the notion of societal development and change through language, images, cultures, and human diversity. These arguments are weaved in motion pictures and human expression in words, gestures, and actions to provide some sense of human progress or human decline as a theme of the documentary. The central task for students is to identify key qualitative and quantitative arguments in the documentaries and analyze how the arguments compose a central theme of the documentary that shed light on our understanding of human progress. Your review will be evaluated by: (1) your identification of key quantitative arguments in motion pictures, human expression in world, gestures, and actions; (2) your identification of key qualitative arguments in motion pictures, human expression in world, gestures, and actions; (3) your analysis of how these key qualitative and quantitative arguments frame the central argument of the documentary as you identify the central argument; (4) organization of

review essay; (5) control of language and errors; (6) critical and creative thinking; and (7) the use of the concepts from course readings and discussion as appropriate. The due date for review essay is to be self-designated.

- (3) Analysis of WDI, HDI, HPI of the World Bank, the UNDP, and the New Economic Foundation (15):** A group of students will select a country of interest to assess different approaches and methods of measuring World Development Indicators by the World Bank, the Human Development Indicators by the United Nations Development Program, and the Happy Planet Indicators by the New Economic Foundation. The selected country has to be the one ranked by three indexes to be able to analyze and compare the methodology of each ranking. Students will select five to seven key indicators out of several indicators used by each method for a selected country. Then each group will analyze: (1) the strength and weakness of each method of measuring the indicators; (2) the analysis of the extent to which indicators reflect the country's realistic social economic conditions based on students' research; (3) synthesis and recommendation to improve measurement of indicators at the national level. Each group will present to the class the analysis and findings during Week 6 after mid-term break.
- (4) Research Paper (35):** Each student is required to write a research paper on a self-selected topic or a topic chosen from suggested list. This research paper can be an in-depth single case study paper or a theory-testing paper applying theories and concepts we learned from the readings and discussion in class. While quantitative testing is optional, quantitative critical thinking and reasoning must be incorporated into the paper. There are four graded processes in writing this research paper. Students will write (1) a three-page statement of topic proposal; (2) the outline of the paper; (3) the draft of paper; and (4) final paper. The statement of topic proposal is **due on January 15** (graded for participation component). The outline and preliminary research exercise of the paper is **due on January 27** (3 points of course grade). The first draft of paper is **due on February 19** (5 points). The final draft of the paper is **due on February 28** (12 points). The final polished version of the paper is due on **March 11** (15 points). 5 points of the grade for the paper is assigned to quantitative reasoning component of the paper. I will provide details about each process and expectation for each process in the assignment guideline to be distributed on January 11.
- (5) A Mini-Conference Presentation and Peer Review (20):** At the end of the term, beginning on March 2, we will hold Mini-Conference where each student will be assigned to present a colleague's paper during the class time. The presentation should include both concise summary and the appraisal of the paper. Attendance during the Mini-Conference is mandatory. If you need to be absent, make sure you request at least two days in advance. Each student will have 10 minutes to present the entire research paper of a colleague and thus this requires your skill to present in the most succinct and effective way. Be creative with powerpoint slides and other visual aids. All presenters must submit PowerPoint slides or presentation notes to the Course Folder in the network drive before presentation class. After presentation, reviewers will write a peer-review of the paper (2-3 pages) for the author. The breakdown of the grade is 15 points for presentation and 5 points for peer-review.

NOTE: All written assignments should be double-spaced pages with 12 point Times New Roman font and with page numbers. Send them to tmyint@carleton.edu in either pdf format or read-only rtf format.

Schedule of Assignments and Due Dates

- 1/12 - Self-assign due date for quantitative review of movie
- 1/12 - Distribute guideline for research paper
- 1/15 - Paper topic and research proposal due (**graded**)
- 1/18 and 1/20 - Individual meetings on research paper topics
- 1/27 - The extensive outline of paper and preliminary research exercise is due (**graded**)
- 1//29 and 2/1 - Individual meeting on research paper outline (**graded**)
- 2/8 - Group presentation slides and narrative for indicator study are due (**graded**)
- 2/9 - Group presentations of indicator study (**graded**)
- 2/19 - The first draft of research paper is due (**graded**)
- 3/1 - The Final Draft of paper is due (**graded**)
- 3/2 - Mini-Conference Presentations begin (**graded**)
- 3/4 - Mini-Conference Presentations continues (**graded**)
- 3/9 - Mini-Conference ends and Conclusion of the seminar (**graded**)

Note: 2 to 3 page peer review of your colleague's paper is due at 5:00p.m. on the next day after presentation at the Mini-Conference.

No final exam for the course.

IMPORTANT: This is a provisional syllabus and subject to change depending on the ebb and flow of the course and surrounding world.

Course Conducts

- a. **Attendance:** Attendance is required for this course. If you need to be absent from the class, it is your responsibility to notify me in advance. When you are absent, it is in your benefit to borrow notes from your classmate or ask your classmates to learn what you missed. If you wish, I will be available during office hours or by appointment at your request to meet with you and go over what you missed while you were absent.
- b. **Plagiarism:** There is zero tolerance for plagiarism. A summary of the College's policy on plagiarism states: "*At Carleton College, an act of academic dishonesty is therefore regarded as conflicting with the work and purpose of the entire College and not merely as a private matter between the student and an instructor; all cases involving such dishonesty are referred for appropriate action to the Academic Standing Committee (ASC) via the Associate Dean of Students or the Associate Dean of the College.*" For more information on Carleton's policy on academic honesty, please consult
http://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21359
- c. **Late assignments:** Assignments are due on the dates specified in this syllabus or in the assignment sheet. Late work **will receive half point reduction per late day.** If you are unable to complete an assignment on time due to illness or personal emergency, you can request an extension with the supporting documents such as a medical note from a doctor or the Wellness Center.
- d. **Special needs:** If you require special accommodation due to a documented physical or medically classified different learning strategy, please come see me during the first week of class or any time throughout the semester to discuss how I might best assist you in meeting the objectives and requirements of this course.

IMPORTANT: The key for you to be successful as a student and for me as a teacher in this course is timely and effective communication between you and me. Carleton has numerous resources to help you excel in learning. If you do not know them, do not be shy to ask. Make good use of resources on campus! I encourage you to use the Write Place even if you consider yourself as the best writer in the world.

Schedule of the Course and Readings

WEEK 1: ONTOLOGICAL FOUNDATIONS

Essential Readings:

January 5: **Introduction to the Course**

This syllabus

Chapter 3: "Habitation versus Improvement," p. 35-44 (39-44)
Chapter 4: Societies and Economic Systems, p. 45-58 (all)

January 7: Development Paths of Civilizations

Essential Readings:

Karl Polanyi, *The Great Transformation*, Beacon Press, 1944 (57) and 2001.

Chapter 5: Evolution of the Market System, p. 59-70 (all)
Chapter 6: The Self-Regulating Market and the Fictitious Commodities: Labor, Land, and Money, p. 71-80 (all)
Chapter 11: Man, Nature, and Productive Organization

WEEK 2: EPISTEMIC ORIENTATIONS

Essential Readings:

January 12: Structures of Capitalism and States

Karl Polanyi, *The Great Transformation*, Beacon Press, 1944 (57) and 2001.

Chapter 14: Market and Man
Chapter 15: Market and Nature
Chapter 17: Self-Regulation Impaired
Chapter 21: Freedom in a Complex Society

January 14: Approaches to Understand Structures of Human Orders

Douglas C. North, *Understanding The Process of Economic Change*, Princeton University Press, 2005.

Chapter 2: Uncertainty in Non-ergodic World, pp. 11-22.
Chapter 5: The Scaffolds Humans Erect, pp. 48-64.

Elinor Ostrom, *Understanding Institutional Diversity*, Princeton University Press, 2005.

Chapter One: Understanding the Diversity of Structured Human Interactions
Chapter Four: Animating Institutional Analysis
Chapter Seven: Classifying Rules (with Sue Crawford)

WEEK 3: APPRAISAL OF CAPITALISM AND STATE-CENTRIC ORDERS

Essential Readings:

January 19: Globalization and Standardization Project of Capitalism and States

Scott, James C. "Vernaculars Cross-Dressed as Universals: Globalization as North Atlantic Hegemony,"

<http://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1229&context=macintl>

January 20: MOVIE SCREENING at LIBE 305 at 7:30p.m.



A Powerful Noise (reserved at the library)

January 21: Consequences of Globalization on Human Development

Deen K. Chatterjee (eds), *The Ethics of Assistance: Morality and the Distant Needy*, Cambridge University Press, 2004.

Chapter 2: Outsiders: our obligation to those beyond our borders by Peter Singer

Chapter 6: Moral closeness and world community by Richard Miller

Chapter 12: Global justice: whose obligations? Onora O'Neill

Chapter 7: National responsibility and international justice by David Miller

Chapter 13: "Assisting" the global poor by Thomas W. Pogge

WEEK 4: PUBLIC CHOICE AND CONSTITUTIONAL CHOICE

Essential Readings:

January 25: MOVIE SCREENING at LIBE 305 at 7:30 p.m.



Our Friends at the Bank (reserved at the library)

January 26: Challenges of Macro-Level Social Dilemmas

Paul Collier, *Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford University Press, 2007.

- Chapter 1: Falling Behind and Falling Apart: The Bottom Billion
- Chapter 2: The Conflict Trap
- Chapter 3: Natural Resource Trap
- Chapter 4: Landlocked with Bad Neighbors
- Chapter 5: Bad Governance in a Small Country

January 28: Understanding Institutional Diversity and Development

Lesson, Peter and Claudia R. Williamson, “Anarchy and Development: An Application of the Theory of Second Best,” *Law and Development Review*, 2(1): 77-96, 2009.

Powell, Benjamin and Edward P. Stringham, “Public choice and the economic analysis of anarchy: a survey,” *Public Choice*, (140): 503-538, 2009.

North, Douglass C., “Institutions and Economic Growth: An Historical Introduction,” *World Development*, 17(9): pp. 1319-1332, 1989

WEEK 5: REALITIES AND DYNAMICS OF POVERTY

Essential Readings:

February 2: Understanding the dynamics of poverty

Deepa Narayan , Lant Pritchett , Soumya Kapoor, *Moving Out of Poverty: Success from the Bottom Up*, Palgrave Macmillan, 2009.

- Chapter 2: Stories of the Poor, Stories by the Poor
- Chapter 3: Poverty Is a Condition, Not a Characteristic
- Chapter 4: I Believe I Can

February 4: Defining development (for whom and by whom?)

Deepa Narayan , Lant Pritchett , Soumya Kapoor, *Moving Out of Poverty: Success from the Bottom Up*, Palgrave Macmillan, 2009.

- Chapter 5: The Dream of Equal Opportunity
- Chapter 7. The Unfulfilled Potential of Collective Action

Amartya. K. Sen, *Development as Freedom*, Knoff, 1999.

Chapter 4: Poverty as Capability Deprivation
Chapter 2: The Ends and Means of Development

Group Presentation on Indicator Analysis Slides and Narrative are due at 5:00p.m. on February 5.

FEBRUARY 6-8: MID-TERM BREAK

WEEK 6: QUANTITY AND QUALITY OF DEVELOPMENT

Essential Readings:

February 9: Meanings and Measurements

Sen, Amartya K., "The Importance of Democracy," Chapter 6 in *Development as Freedom*, Knoff, 1999, pp. 147-159.

Blume, Lorenz., Jens Muller, Stefan Voigt, "The economic effects of direct democracy—a first global assessment," *Public Choice*, 140: 431-461, 2009.

APSA Task Force, "The Persistent Problem: Inequality, Difference, and the Challenge of Development," *American Political Science Association*, July 2008. **Read the Executive Summary and Section V of the document.** URL:

<http://www.apsanet.org/~globalinequality/imgtest/PersistentProblem.pdf>

Morduch, Jonathan "Chapter 2: Overview of concepts and fundamentals of poverty measurements," *Handbook on Poverty Statistics: Concepts, Methods and Policy Use*, The United Nations Statistics Division (UNSD), Work in progress. url:
<http://unstats.un.org/unsd/methods/poverty/pdf/Chapter-2.pdf>

February 11: Political Freedom and Associations

Stroup, Michael D., "Economic Freedom, Democracy, and the Quality of Life" *World Development*, 35(1): pp. 52–66, 2007.

Casson, Mark C., Marina Della Giusta And Uma S. Kambhampati, "Formal and Informal Institutions and Development," *World Development* 38(2): pp. 137–141, 2010.

Savoia, Antonio., Joshy Easaw, Andrew Mckay, "Inequality, Democracy, and Institutions: A Critical Review of Recent Research," *World Development*, 38(2): pp. 142–154, 2010.

Williamson, Claudia R., "Informal institutions rule: institutional arrangements and economic performance," *Public Choice*, (139): pp. 371-387, 2009.

Group Presentation on Comparative Analysis of Indicators (Two Countries)

WEEK 7: KNOWLEDGE, SOCIAL CAPITAL, AND DEVELOPMENT

Essential Readings:

February 16: Knowledge and Social Capital

Evans, Gary W. and Michelle A Schamberg, "Childhood Poverty, chronic stress, and adult working memory," *PNAS*, March 30, 2009.

Grow, Brian and Keith Epstein, "Poverty Business: Inside U.S. companies' audacious drive to extract more profits from the nation's working poor" *Business Week*, May 21, 2007.

Fukuyama, Francis "Social capital, civil society and development," *Third World Quarterly*, 22 (1): 7-20, 2001.

Stein, Rob, "Research Links Poor Kids' Stress, Brain Impairment" *Washington Post*, Monday, April 6, 2009; A06

February 17: MOVIE SCREENING at LIBE 305 at 7:30p.m.



Our Daily Bread (reserved at the library)

February 18: Human and Physical Resource Capitals

Collier, Paul., Anke Hoeffler, "Testing the neocon agenda: Democracy in resource-rich societies," *European Economic Review*, (53): 293-308, 2009.

Chertow, Marian R., "The IPAT Equation and Its Variants: Changing Views of Technology and Environmental Impact," *Journal of Industrial Ecology*, 4(4): 13-29, 2001.

World Bank, Knowledge for Development, *World Development Report 1998/99*. p. 1-25. url: <http://www.worldbank.org/wdr/wdr98/contents.htm>

WEEK 8: ECOLOGICALIZATION OF CAPITALISM AND STATES

Essential Readings:

February 23: Consumers and Citizens in the Structures of Capitalism and States

Ronnie D. Lipschutz, *Global Environmental Politics: Power, Perspectives, and Practice*, CQ Press, 2004.

Chapter 3: Capitalism, globalization, and the environment, pp. 87-131.

O'Brien, K., B. Hayward, and F. Berkes. 2009. Rethinking social contracts: building resilience in a changing climate. *Ecology and Society* 14(2): 12. URL:
<http://www.ecologyandsociety.org/vol14/iss2/art12/>

Sen, Amartya, "Capitalism Beyond the Crisis," *The New York Review of Books*, 56(5), March 26, 2009.

February 25: Consequences of Ecologicalization on Individuals as Consumers and Citizens

S. Ilgü Özler and Brian K. Obach, "Capitalism, State Economic Policy and Ecological Footprint: An International Comparative Analysis, *Global Environmental Politics*, 9(1): 79-108. February, 2009.

Husubel, Jesse H. and Paul Waggoner, "Dematerialization: Variety, caution, and persistence," *PNAS*, 105(35): 12774-12779.

Hodgson, Geoffrey M.(2007) 'Meanings of methodological individualism', *Journal of Economic Methodology*, 14(2): 211-226

"Arrow, Kenneth J. "Methodological Individualism and Social Knowledge," *The American Economic Review*, Vol. 84, No. 2, Papers and Proceedings of the Hundred and Sixth Annual Meeting of the American Economic Association (May, 1994), pp. 1- 9

WEEK 9: YOUR APPROACH TO DEVELOPMENT

NOTE: No Readings for this Week. Your final draft of the term paper is due on Monday, March 1. You have to submit one copy to me and another copy to peer-reviewer and presenter of your paper at Mini-Conference.

March 2: Mini-Conference

March 4: Mini-Conference

WEEK 10: YOUR APPROACH TO DEVELOPMENT Cont. . .

March 9: Mini-Conference