1. OVERVIEW

Following an introductory section that sets out the context and themes of the course, we evaluate a range of development strategies. Neoliberal reforms, featuring economic stabilization, liberalization, privatization, and external opening, have dominated the development agenda since the early 1980s; we therefore devote 12 sessions to understanding the origins, evolution, political implications, and performance of market-oriented models. Case studies of neoliberal reform in Latin America, Africa, and Asia complement our discussion of the general themes and issues.

The final section of the course deals with development alternatives to the mainstream approach. Proposals to reform or transform the global economy and global economic governance to enhance fairness, poverty reduction, and environmental sustainability have recently been championed by various groups and scholars. In addition, nationally-based social-democratic, 'twenty-first-century' socialist, and revived developmental-state strategies, together with projects of local empowerment and community-centred development excite interest among those who are sceptical of neoliberalism. We will discuss the nature, practicability and desirability of these development alternatives.

2. ORGANIZATION AND REQUIREMENTS

One of the instructors will introduce the topic of the first five sessions. Each of these sessions will include a guided discussion based on the required readings.

A member of the class will introduce the topic of most of the remaining seminars with a 40-45 minute presentation (or a 30-minute presentation each in jointly-led seminars). Each class member will make two presentations. The instructors will provide guidelines for these presentations. Please be ready on September 21st to provide a list of three sessions, beginning with session 6, which you would be willing to lead. The schedule of presentations will then be available on September 28th; we will do our best to assign you your top choices.

The course requirements are as follows.

- 1 term paper 25%

  (20-25 double-spaced pages — about 6,000 words — due March 15th in class; choose a topic within the general theme of one of the sessions for your essay, including those on which you make your presentations; essay must reflect readings beyond the sources listed in this outline; you may select a case study or studies to focus your essay. Please try to print your essay on both sides of the paper. Late penalty: 2 percentage points per day, excluding weekends)

- 2 oral presentations (see guidelines below) 30%

  (one presentation may be on a topic related to your research paper; both presentations will be weighted equally; each should be based on the required and some of the supplementary readings under your session; written evaluation to be provided)
• 4 written critical reflections on the weekly required readings (see guidelines below) 15%
  (2-3 single-spaced pages that reflect on the cogency of the argument(s) presented; select
  one or more of the required readings from two sessions from each term; do not select
  readings from sessions on which you make a presentation; to be handed in at the beginning
  of the relevant class; written evaluation to be provided)

• participation in class discussions 10%
  (grade to be assigned for active and informed participation; may include participation as a
  discussant on one presentation — a 5-minute reflection which offers a divergent perspective
  on the issue and/or indicates agreement or disagreement on an argument and/or adds
  further themes/issues or evidence for discussion)

• take-home test due April 5th 20%
  (questions to be provided in class on March 29th)

Guidelines on Making an Effective Presentation

1. A presentation is an oral essay. Therefore, you need to present a thesis near the beginning, and
organize your material to support or elaborate this thesis. Note, however, that written and oral essays
are delivered differently. Merely reading aloud an essay that one intends to be read is rarely effective.
Instead, deliver your presentation from notes. The three hallmarks of a good oral presentation are the
following:
  • Organization. Sufficient signposts guide your listeners through your argument; everyone is
    always aware of the relevancy of the point you are making. (One experienced speaker
    summarized his advice this way: “Tell your audience what you are going to say, say it, and
    then tell them what you said.”)
  • Clarity. Avoid ambiguity and vagueness by adhering to your outlined, clearly connected,
    points. Avoid jargon. Explain all concepts concisely.
  • Pacing. Slow down in your delivery. Make eye contact. Do you notice puzzled looks or signs
    of boredom? If so, try to respond to these cues. Clarify the point you are making, or speak
    more slowly/loudly/with more emphasis.

Consider rehearsing your presentation, perhaps before a sympathetic listener or tape recorder. You
will discover whether you have too much material to cover in 40 minutes or so.

2. Technical Details.
  • Your presentation is not a research exercise. Base your oral essay on the required reading for
    your session plus a couple of supplementary readings.
  • If you are sharing a topic, work out a division of labour with your partner. Each person should
    speak for 20-25 minutes. In a solo presentation, plan to speak for 30-40 minutes.
  • Tell your audience whether you welcome questions as you proceed, or whether you wish your
    listeners to hold all their questions until the end. Alternatively, you might entertain only
    questions of clarification (not challenges) while you work through your commentary, saving the
    latter for the discussion period. (Remember that, if you respond to objections to your argument
    as you proceed, you may lose the thread of your case.) If you entertain questions and
    objections during your talk, you will need to extend your presentation beyond the limits
    suggested above.
  • It is helpful to conclude your presentation with an issue or issues that you think require(s)
    further discussion.
  • After (or during) your presentation, respond in a reasoned and friendly manner to questions,
    comments, and challenges to your thesis. Remember that you do not have to be right on
    every element of your case. It is surely more important to be clear than ‘right’.
3. READINGS FOR THE COURSE

This outline identifies required readings for each topic (*) plus select supplementary readings. You should find the latter useful in preparing your presentations and essay and following up on a subject which particularly interests you. Obviously, you must read the required readings each week if we are to have a stimulating seminar. The required readings are on reserve in the short-term loan section on the 3rd floor of Robarts Library. We have also tried to select as many readings as possible from electronic journals [EJ].

Your purchase of some of the heavily used books will ease your task of preparing for the seminars. We have asked the bookstore to stock copies of the following:


Less heavily used, but also available:


PART I: APPROACHES TO THE POLITICAL ECONOMY OF DEVELOPMENT

1. Overview of the course and brief discussion of “What Is the Political Economy of Development?” (Sept. 14)


2. Polanyi: The classic political-economic critique of economic liberalism and explanation of the socio-political dynamics of the liberal era by reference to the notion of the ‘double movement’ (Sept. 21 – RS)

NOTE: SUBMIT A LIST OF YOUR CHOICES FOR SEMINAR PRESENTATIONS


or both of


and


3. State-led development I: History, types, results (Sept. 28 – GI)


2007.


4. **Neoliberal doctrine since 1980: From the Washington to the Post-Washington Consensus and beyond** (Oct. 5 – RS)

   *D. Harvey, A Brief History of Neoliberalism (Oxford: Oxford University Press, 2005), Intro & chaps. 1 and 2.
   *J. Rapley, Understanding Development, Chapters 4 & 5.


5. State-led development II: The importance of “Industrial Policy” (Oct. 12 – GI)


D. Rodrik, “Industrial Policy for the Twenty-First Century,” in his One Economics, Many Recipes, Chapter 4, pp. 99-152, 2007. [An earlier version of this paper is available online at http://ksghome.harvard.edu/~drodrik/UNIDOSep.pdf]


PART II: EVOLUTION AND EFFECTS OF NEOLIBERALISM IN THE GLOBAL SOUTH

6. Broadening the neoliberal agenda to good governance and strong institutions – Are they key to development, and how does a country get them? (Oct. 19 – RS)


A. Diop et al., “Is Per Capita Growth in Africa Hampered by Poor Governance and Weak institutions?”
M. Grindle, “Good Enough Governance: Poverty Reduction and Reform in Developing Countries.”
S. Haggard, Pathways from the Periphery: The Politics of Growth in the Newly Industrializing Countries.
J. Rapley, Understanding Development, Chapter 6.

7. Assessing neoliberal reform: The social and economic record (Oct. 26 – GI)

On the Social Record:


On the Economic Record:


8. Broadening the neoliberal agenda to social capital – What is it, why is it so important, and how does one create it? (Nov. 2 – RS)


9. Assessing neoliberal reform: Does free-market capitalism ineluctably lead to environmental decline, or is a ‘Green Capitalism’ feasible? (Nov. 16 – RS)


10. Initiatives to deal with special developmental challenges: Debt and the HIV/AIDS pandemic (Nov. 23 – GI)


On the HIV/AIDS Pandemic:


On the Debt Crisis and Relief:


PART III: MARKET-ORIENTED REFORM: CASE STUDIES

Note to students who are preparing a presentation on a case study in session 11-14:

You should pose one or more of the questions from the following list in your presentation and/or essay. Your selection of questions will depend upon your interests, your particular case, and the orientation of the relevant literature.

1. What has been the nature of the economic reform programmes, and how ‘successful’ have they been? What has been the impact on poverty? On women? On the environment?

2. To what extent have poor governance and poor institutions been implicated in this country’s economic problems? What have been the domestic and international pressures towards democratization? To what degree has democratic governance been consolidated? What has been achieved in the way of institutional reform, other than in the realm of democratization?
3. What are the politics of economic reform? To what extent is the government committed to economic reform, and what accounts for this degree of commitment? Has the reforming government managed to build a political coalition in favour of economic stabilization and liberalization, or are opponents of reform still politically powerful? If the country is undergoing or underwent political liberalization or democratization, has this process been favourable or unfavourable to economic reform and/or economic progress?

4. Has the integration of this country into global markets helped its economic recovery? What has been the impact of this integration upon inequality? Poverty reduction? Democratization?

11. Chile: Neoliberal reform and capitalist transformation (Nov. 30 – GI)


12. Ghana: From Neopatrimonialism to Neoliberalism? (Dec. 7 – RS) (brief video to be shown)


or


and


13. **South Korea** (Jan. 11 – GI)


A. Berry “South Korea’s Acceleration and Impressively Sustained Growth” in A. Berry *Taking off into Sustained, Equitable Growth*. Johannesburg: Human Sciences Research Centre, forthcoming.


M. Bouton, “India’s Problem is not Political,” Foreign Affairs 77:3 (1999), 80-93.


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PART IV: ALTERNATIVE DEVELOPMENT STRATEGIES

15. The 'double movement' and the dilemmas of development alternatives in the global South: A neo-Polanyian Approach (Jan. 25) Presentation by R. Sandbrook


16. Does reviving the Developmental State remain a viable alternative? The case of China (Feb. 1 – GI)


17. Radical Populism or 21st Century Socialism? The Case of Venezuela under Chávez (Feb. 8 – GI)


18. What is social democracy in the periphery? What accounts for the emergence of social democracies in the global periphery? Does globalization vitiate social democratic regimes? (with special reference to Costa Rica or Mauritius) (Feb. 15 – RS)


In general:

Readings on Costa Rica:
J. Booth, Paths to Democracy and the Political Culture of Costa Rica, Mexico & Nicaragua (1990), chap. 4.
J. Mahoney, The Legacies of Liberalism: Path Dependency and Political Regimes in Central America (2002)
D. Yashar, Demanding Democracy: Reform and Reaction in Costa Rica and Guatemala, 1870s-1950s
Readings on Mauritius:


19. What accounts for the emergence and survival of social democracy in the state of Kerala (India)?

(March 1 – RS)


J. Holloway, Zapatista!: Reinventing Mexico’s Revolution.


I. Watson, “Reengaging Radical Democracy: An Examination of the Emiliano Zapata Army of National
21. Can empowerment work at the local level and, if so, how? The case of Participatory Budgeting in Porto Alegre, Brazil (March 15 – GI)


22. Barrio Democracy in Latin America: Participatory Decentralization and Community Action in Montevideo (March 22)

Guest speaker: Eduardo Canel, York University

Eduardo Canel is an Associate Professor in the Division of Social Science and Director of the Centre for Research on Latin America & the Caribbean (CERLAC) of York University. His research focuses on the changing nature of state-civil society relations in Latin America resulting from neoliberal restructuring, democratization, and recent development discourses advocated by international development agencies.

23. Replacing 'neoliberal globalization' with 'social-democratic globalization'? Proposals and prospects for reforming the international economic order (March 29 – RS)

NOTE: QUESTIONS FOR TAKE-HOME TEST TO BE PROVIDED


*P. Evans, 'Is an Alternative Globalization Possible?' Politics and Society 36:2 (2008), 271-305. [EJ]


24. **Take-home test due** (April 5)