

**POLITICAL ECONOMY OF DEVELOPMENT  
(LPOL 4040/UGLB 3414)**

Spring 2015

Time: Tuesdays and Thursdays, 1:50-3.30 p.m.

Location: 6 East 16 Street, Room 911

Sanjay Ruparelia

Politics Department

New School for Social Research (NSSR)

6 East 16 Street, Room 713

E: [ruparels@newschool.edu](mailto:ruparels@newschool.edu)

T: (212) 229-5747 ext. 3083

Office Hours: TBA

**Introduction**

This course examines the key concepts, theories and paradigms of development since 1945. It seeks to provide an intellectual history of the field, analyzing, comparing and assessing rival theoretical explanations, often against specific case studies in Asia, Sub-Saharan Africa and Latin America. The first section of the course examines classical developmental paradigms: modernization, planning and 'late-late' industrialization; relations of dependency in the world capitalist system; the neoclassical counter-revolution; governmentality, high modernism and post-development; and the role of gender in development. The second section explores the importance of state-society relations in development by examining the causes and consequences of successful developmental states; the role of decentralization and participation in social capital formation; and the challenges of ethnicity in post-colonial societies. The final section revisits the world historical conditions of development by analyzing the legacies of colonialism, burdens of geography and ramifications of globalization for the contemporary global South.

**Structure, Requirements & Assessment**

The success of the class depends on your active and informed participation. Being active means contributing your insights to and asking questions in class; being informed entails careful reading of the required material for each week before we meet. Classes on Tuesdays will primarily consist of a lecture. Classes on Thursdays will be devoted to discussion. I have listed recommended material for those interested in pursuing certain topics further at the end of each section. Class attendance is worth 15% of your final grade.

In addition, you are required to complete the following assignments:

1. To promote exchange, you are required to circulate a short critical appraisal (approximately 100-250 words) of the readings for each week, excluding Weeks 1 and 15. Your responses should be posted on Canvas no later than 1.50 p.m. each Wednesday so that everyone can read the posts before we meet each Thursday. Your responses should briefly summarize the main issues raised by the authors, highlighting questions, insights and arguments you find interesting, difficult or unconvincing. Your short responses are worth 15% of the final grade.

2. A short paper (5 pages, double-spaced, 12-point font) on a topic from the first part of the course, *Paradigms of Development*. I will distribute questions and guidelines for the paper in class. Your short paper, which is due on March 17, is worth 20% of your final grade.
3. A final take-home exam (10 pages, double-spaced, 12-point font), distributed on May 7, which seeks to evaluate your understanding of the entire course. The exam, worth 50% of your final grade, will be due on May 14.

All three sets of assignments will be assessed for your comprehension of the material, clarity of writing and presentation of argument.

### **Course Material**

All required readings will be available through Canvas. For those without any background in development studies, a very useful text is John Martinussen, *Society, State and Market: a guide to competing theories of development* (New York: St. Martin's Press, 2004), available through Amazon. However, it is not required for the course.

### **University Policies and Resources**

Please note the following policies, resources and procedures of the university:

#### ***Disabilities***

In keeping with the University's policy of providing equal access for students with disabilities, any student with a disability who may need academic accommodations should contact the Office of Student Disability Services. Students requesting any accommodations should contact the Office directly: 80 Fifth Avenue, 3<sup>rd</sup> floor. You may also access more information at <http://www.newschool.edu/student-services/disability/>.

#### ***Incompletes***

A grade of Incomplete ("I") indicates that your instructor has granted you an extension to complete outstanding work for a course. The grade of Incomplete will not be assigned automatically. It will only be assigned at the request of the student by the last day of class. Incomplete grades cannot be granted for students who are graduating seniors.

If circumstances require you to request a grade of Incomplete—and the instructor approves your request—the terms of the Incomplete should be agreed upon in writing, using the "Request for a Grade of Incomplete" form ([http://www.newschool.edu/forms/registrar\\_incomplete\\_grade.pdf](http://www.newschool.edu/forms/registrar_incomplete_grade.pdf)). This ensures that both the student and the instructor understand the exact nature of the required work, the manner in which it is to be submitted, and the date by which it must be submitted.

Your instructor will determine the deadline for submission of outstanding work. Students with a grade of Incomplete who do not complete their work by the agreed-upon deadline will receive a grade of Withdrawal/Failure ("WF"). Students who complete outstanding work according to the terms of the Incomplete will receive a letter grade. (The "I" will be converted to a letter grade after your instructor submits a Change of Grade form on your behalf.)

#### ***Libraries***

The New School Library offers frequent research workshops for students, the day, time, and location of which are posted to the Library webpage each semester. The Library also

provides one-on-one support for students who in conducting research for a paper or project require additional assistance. Students can contact the library about scheduling a one-on-one appointment with a reference librarian.

### ***Academic Honesty and Integrity***

The New School views “academic honesty and integrity” as the duty of every member of an academic community to claim authorship for his or her own work and only for that work, and to recognize the contributions of others accurately and completely. This obligation is fundamental to the integrity of intellectual debate, and creative and academic pursuits.

Academic honesty and integrity includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of faculty members and other students). Academic dishonesty results from infractions of this “accurate use”. The standards of academic honesty and integrity, and citation of sources, apply to all forms of academic work, including submissions of drafts of final papers or projects.

All members of the University community are expected to conduct themselves in accord with the standards of academic honesty and integrity. Students are responsible for understanding the University’s policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. Through syllabi, or in assignments, faculty members are responsible for informing students of policies with respect to the limits within which they may collaborate with, or seek help from, others. Individual divisions/programs may require their students to sign an Academic Integrity Statement declaring that they understand and agree to comply with this policy. The New School recognizes that the different nature of work across the schools of the University may require different procedures for citing sources and referring to the work of others. Particular academic procedures, however, are based in universal principles valid in all schools of The New School and institutions of higher education in general. This policy is not intended to interfere with the exercise of academic freedom and artistic expression.

Academic dishonesty includes, but is not limited to:

- cheating on examinations, either by copying another student’s work or by utilizing unauthorized materials
- using work of others as one’s own original work and submitting such work to the university or to scholarly journals, magazines, or similar publications
- submission of another students’ work obtained by theft or purchase as one’s own original work
- submission of work downloaded from paid or unpaid sources on the internet as one’s own original work, or including the information in a submitted work without proper citation
- submitting the same work for more than one course without the knowledge and explicit approval of all of the faculty members involved
- destruction or defacement of the work of others
- aiding or abetting any act of academic dishonesty
- any attempt to gain academic advantage by presenting misleading information, making deceptive statements or falsifying documents, including documents related to internships

Further information on what constitutes plagiarism and the appeals process can be found at [www.newschool.edu/WorkArea/DownloadAsset.aspx?id=81698](http://www.newschool.edu/WorkArea/DownloadAsset.aspx?id=81698).

***Writing Center***

Students are highly encouraged to take advantage of the university Writing Center, 66 West 12<sup>th</sup> Street, 6<sup>th</sup> floor. To make an appointment, send an e-mail to [writingcenter@newschool.edu](mailto:writingcenter@newschool.edu) or call (212) 229-5121. For further information, visit: [www.newschool.edu/admin/writingcenter/](http://www.newschool.edu/admin/writingcenter/).

## ***Schedule & Readings***

### **Week 1 (January 27 & 29): Introduction to the Course**

### **Week 2 (February 3 & 5): The Contested Meanings of ‘Development’**

Required:

- H.W. Arndt, “Economic development: a semantic history,” in *Economic Development and Cultural Change*, 29, 3 (April 1981): 457-66; also in Stuart Corbridge (ed.), *Development: critical concepts in the social sciences – Volume I: Doctrines of Development* (London and New York: Routledge, 2000), pp. 46-56.
- Amartya Sen, “Poverty as capability deprivation,” in his *Development as Freedom* (New York: Knopf, 1999), pp. 87-111.
- Estava Gustavo, “Development,” in Wolfgang Sachs (ed.), *The Development Dictionary: a guide to knowledge as power* (London: Zed Books, 1992), pp. 6-26.

Recommended:

- James Manor (ed.), *Rethinking Third World Politics* (London: Longman, 1991)
- Martha Nussbaum and Amartya Sen (eds.), *The Quality of Life* (Oxford: Oxford University Press, 1993)
- Gerald M. Meier and Joseph E. Stiglitz (eds.), *Frontiers of Development Economics: the future in perspective* (Oxford: Oxford University Press, 2001)

## ***Classical Developmental Paradigms***

### **Week 3 (February 10 & 12) Modernization, Planning and the Imperatives of ‘Late-Late’ Development**

Required:

- Paul Rosenstein-Rodan, “Problems of industrialization of Eastern and Southern Europe,” *Economic Journal*, 53 (1943): 202-211.
- Alexander Gerschenkron, “Economic backwardness in historical perspective,” in his *Economic Backwardness in Historical Perspective: a book of essays* (Cambridge: Harvard University Press, 1962), pp. 5-31; also in Corbridge, *Development – Volume I* (op.cit.), pp. 85-105.
- Sunil Khilnani, “Temples of the future,” in his *The Idea of India* (New York: Farrar, Straus, Giroux, 1999), pp. 61-107.

Recommended:

- Karl Polanyi, *The Great Transformation* (Boston: Beacon Press, [1957] 2001)
- R. Nurske, *Problems of Capital Formation in Under-Developed Countries* (London: Oxford University Press, 1953)
- Sukhamoy Chakravarty, *Development Planning: the Indian experience* (Oxford: Oxford University Press, 1992)

## **Week 4 (February 17 & 19): Dependency in the Capitalist World System**

### Required:

- Andre Gunder Frank, "The development of underdevelopment," in Corbridge, *Development – Volume I* (op.cit.), pp. 225-236; originally in *Monthly Review*, 18 (September 1966).
- Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America* (Berkeley: University of California Press, 1979), pp. vii-xxv and 1-28.
- Peter B. Evans, "From classic dependence to dependent development," in his *Dependent Development: the alliance of multinational, state and local capital in Brazil* (Princeton: Princeton University Press, 1979), pp. 55-101.

### Recommended:

- Raul Prebisch, "The economic development of Latin America and its principal problems," *Economic Bulletin for Latin America* 7 (1962)
- Tony Smith, "The underdevelopment of the development literature: the case of dependency theory," *World Politics* 31, 2 (1979): 247-88.
- Gabriel Palma, "Dependency: a formal theory of underdevelopment or a methodology for the analysis of concrete situations of underdevelopment?" *World Development*, 6, 7/8 (1978): 881-924.
- Albert O. Hirschman, "The rise and decline of development economics," in his *Essays in Trespassing: economics to politics and beyond* (Cambridge: Cambridge University Press, 1981), pp. 1-24.
- Martin Carnoy, *The State and Political Theory* (Princeton: Princeton University Press, 1984)
- Cristóbal Kay, *Latin American Theories of Development and Underdevelopment* (New York: Routledge, 1989)

## **Week 5 (February 24 & 26): The Neoclassical Counter-Revolution**

### Required:

- Peter Bauer, "Development economics: a retrospective view," in Corbridge, *Development – Volume I* (op.cit.), pp. 353-368.
- T.N. Srinivasan, "Neoclassical political economy, the state and economic development," in Corbridge, *Development – Volume I* (op.cit.), pp. 368-390.
- Robert H. Bates, "Governments and agricultural markets in Africa," in his *Toward a Political Economy of Development: a rational choice perspective* (Berkeley: University of California Press, 1988), pp. 331-359.

### Recommended:

- I.M.D. Little, *Economic Development: theory, policy and international relations* (New York: Basic Books, 1982)
- James M. Buchanan, Robert D. Tollison, and Gordon Tullock (eds.), *Toward a Theory of the Rent-Seeking Society* (College Station: Texas A & M University, 1980)
- Deepak Lal, *The Poverty of Development* (Cambridge: Harvard University Press, 1985)

- John Williamson, "Democracy and the Washington consensus," *World Development*, 21, 8 (August 1993): 1329-1336.
- John Toye, *Dilemmas of Development: the counter-revolution in development theory and policy*, 2<sup>nd</sup> edition (Oxford: Blackwell, 1993)
- Paul Streeten, "Markets and states: against minimalism," *World Development*, 21, 8 (1993): 1281-1298.

### **Week 6 (March 3 & 5): Governmentality, High Modernity and the Desire for Post-Development**

#### Required:

- Arturo Escobar, "The problematization of poverty: the tale of three worlds and development," in his *Encountering Development: the making and unmaking of the third world* (Princeton: Princeton University Press, 1995), pp. 21-55.
- James Ferguson, *The Anti-Politics Machine: 'development,' depoliticization, and bureaucratic power in Lesotho* (Minneapolis: University of Minnesota Press, 1994), pp. 257-278 and 279-289.
- James C. Scott, "Compulsory villagization in Tanzania," in his *Seeing like a State* (New Haven: Yale University Press, 1998), pp. 223-262.

#### Recommended:

- Edward Said, *Orientalism* (New York: Pantheon Books, 1978)
- Michel Foucault, *Power/Knowledge: selected interviews and other writings 1972-1977* (Worcester: The Harvester Press, [1972] 1980)
- Arun Agrawal, "Poststructural approaches to development: some reflections," *Peace and Change*, 21, 4 (1996): 464-477.
- David Lehmann, "An opportunity lost: Escobar's deconstruction on development," *Journal of Development Studies*, 33, 4 (April 1997): 568-578.
- Stuart Corbridge, "'Beneath the pavement only soil': the poverty of post-development," *Journal of Development Studies* 34, 6 (1998): 138-149.
- Susan Buck-Morris, *Dreamworld and Catastrophe: the passing of mass utopia in East and West* (Cambridge, MA: MIT Press, 2000)
- Timothy Mitchell, *The Rule of Experts* (Berkeley: University of California Press, 2002)

### **Week 7 (March 10 & 12): Engendering Development**

#### Required:

- Ester Boserup, "Economic change and the roles of women," in Irene Tinker (ed.), *Persistent Inequalities: women and world development* (Oxford: Oxford University Press, 1990), pp. 14-25.
- Amartya K. Sen, "Gender and cooperative conflicts," in Irene Tinker (ed.), *Persistent Inequalities: women and world development* (Oxford: Oxford University Press, 1990), pp. 123-150.
- Diane Elson, "Male bias in the development process: an overview," in Diane Elson (ed.), *Male Bias in the Development Process*, 2<sup>nd</sup> edition (Manchester: Manchester University Press, 1995), pp. 1-28.

Recommended:

- Gita Sen and Caren Grown, *Development, Crises and Alternative Visions: Third World women's perspectives* (Monthly Review, 1987)
- Vandana Shiva, *Women, Ecology and Development* (London: Zed Books, 1989)
- Caroline O.N. Moser, "Practical and strategic gender needs and the role of the state," in her *Gender, Planning and Development: theory, practice and training* (London: Routledge, 1993), pp. 37-54.
- Naila Kabeer, "Connecting, extending, reversing: development from a gender perspective," in her *Reversed Realities: gender hierarchies in development thought* (New Delhi: Kali for Women, 1994), pp. 69-95.
- Amrita Basu (ed.), *The Global Challenge of Local Feminisms: women's movements in global perspective* (Westview Press, 1995)
- Nalini Visvanathan et al. (ed.), *The Women, Gender and Development Reader* (London: Zed Books, 1997)
- *Women and Human Development: the capabilities approach* (Cambridge: Cambridge University Press, 2000), pp. 1-34.

*Rethinking the Role of State & Society in Development*

**Week 8 (March 17 & 19): Developmental States**

Note: Short paper due March 17.

Required:

- Yilmaz Akyuz, Ha-Joon Chang and Richard Kozul-Wright, "New perspectives on East Asian development," *Journal of Development Studies*, 34, 6 (1998): 4-36.
- Charles Gore, "The rise and fall of the Washington consensus as a paradigm for developing countries," *World Development*, 28, 5 (2000): 789-804.
- Alice H. Amsden, "Industrializing through learning," and "Getting relative prices 'wrong'," in her *Asia's Next Giant: South Korea and late industrialization* (New York: Oxford University Press, 1989), pp. 3-24 and 139-156.

Recommended:

- Chalmers Johnson, *MITI and the Japanese Miracle: the growth of industrial policy, 1925-1975* (Stanford: Stanford University Press, 1982)
- Frederic Deyo (ed.), *The Political Economy of the New Asian Industrialism* (Ithaca: Cornell University Press, 1987)
- Robert Wade, *Governing the Market: economic theory and the role of government in East Asian industrialization* (Princeton: Princeton University Press, 1990)
- Adrian Leftwich, "Governance, the state and the politics of development," *Development and Change*, 25, 1 (January 1994): 363-386.
- Atul Kohli, *State-Directed Development: political power and industrialization in the global periphery* (Cambridge: Cambridge University Press, 2004)

\*\*\* Spring Break: March 23-27 \*\*\*



## **Week 9 (March 31 & April 2): Social Capital**

### Required:

- Peter Evans, "Government action, social capital and development: reviewing the evidence on synergy," *World Development*, 24, 6 (1996): 1119-32.
- John Harriss, "The trojan horse?" "Putting social capital to work," and "Conclusion," in his *Depoliticizing Development: the World Bank and social capital* (London: Anthem, 2002), pp. 76-112.
- Judith Tendler, "Preventive health: the case of the unskilled meritocracy," in her *Good Government in the Tropics* (Baltimore: John Hopkins University Press, 1997), pp. 21-46.

### Recommended:

- Robert D. Putnam, *Making Democracy Work: civic traditions in modern Italy* (Princeton: Princeton University Press, 1994)
- Partha Dasgupta and Ismail Serageldin (eds.), *Social Capital: a multifaceted perspective* (Washington: World Bank, 2000)
- Anirudh Krishna, *Active Social Capital: tracing the roots of development and democracy* (New York : Columbia University Press, 2002)

## **Week 10 (April 7 & 9): Ethnic conflict, poor governance and state failure**

### Required:

- Robert H. Jackson and Carl G. Roseberg, "Why Africa's weak states persist: the empirical and juridical in statehood," *World Politics*, 35, 1 (October 1982): 1-24.
- William Easterly and Ross Levine, "Africa's growth tragedy: policies and ethnic divisions," *Quarterly Journal of Economics*, 112, 4 (November 1997): 1203-1250.
- Mick Moore, "Political underdevelopment: what causes 'bad governance'?" *Public Management Review*, 3, 3 (2001): 1-34.

### Recommended:

- Clifford Geertz, "The integrative revolution: primordial sentiments and civil politics in the new states," in his edited volume, *Old Societies and New States: the quest for modernity in Asia and Africa* (New York: The Free Press, 1963), pp. 105-158; also in his *The Interpretation of Cultures* (New York: Basic Books, 1973), pp. 255-311.
- Patrick Chabal (ed.), *Political Domination in Africa: reflections on the limits of power* (Cambridge: Cambridge University Press, 1986)
- Paul Collier, "On the economic consequences of civil war," *Oxford Economic Papers*, 51, 1 (1999): 168-83.
- Jean-Francois Bayart, *The State in Africa*
- Jeffrey Herbst, *States and Power in Africa: comparative lessons in authority and control* (Princeton: Princeton University Press, 2000)

*Reconsidering the World Historical Conditions of Development*

**Week 11 (April 14 & 16): The Persistence of Colonial Legacies**

Required:

- Walter Rodney, "Colonialism as a system for underdeveloping Africa," in his *How Europe Underdeveloped Africa* (Washington, D.C.: Howard University Press, 1974), pp. 203-281.
- Mahmood Mamdani, "Beyond settler and native as political identities: overcoming the political legacy of colonialism," *Comparative Studies in Society and History*, 43, 4 (2001): 651-664.
- James Mahoney et al., "Colonialism and development: a comparative analysis of Spanish and British colonies," *American Journal of Sociology*, 111, 5 (March 2006): 1412-1462.

Recommended:

- Ronald E. Robinson and John Gallagher, *Africa and the Victorians: the official mind of imperialism* (London: MacMillan, 1961)
- Eric R. Wolf, *Europe and the People Without History* (Berkeley: University of California Press, 1982)
- Mahmood Mamdani, *Citizen and Subject: contemporary Africa and the legacy of late colonialism* (Princeton: Princeton University Press, 1996)
- Pierre Englebert, "Pre-colonial institutions, post-colonial states, and economic development in tropical Africa," *Political Research Quarterly*, 53 (1) March 2000: 7-36.
- Niall Ferguson, *Empire: the rise and demise of the British world order and the lessons for global power* (New York: Basic Books, 2004)

**Week 12 (April 21 & 23): The Burdens of Geography**

Required:

- Jared Diamond, *Germs, Guns and Steel: the fate of human societies* (New York: W.W. Norton, 1999), pp. 13-33.
- Paul Krugman, "The role of geography in development," *International Regional Science Review*, 22, 2 (August 1999): 142-161.
- Jeffrey D. Sachs, "Tropical underdevelopment," NBER Working Paper No. 8119 (2001): <http://www.nber.org/papers/w8119>.

Recommended:

- Paul Krugman, *Development, Geography and Economic Theory* (Cambridge, MA: MIT Press, 1995)
- Jeffrey Herbst, *States and Power in Africa: comparative lessons in authority and control* (Princeton: Princeton University Press, 2000)
- Daron Acemoglu, Simon Johnson and James Robinson, "Reversal of fortune: geography and institutions in the making of the modern world income distribution," *Quarterly Journal of Economics*, 117, 4 (November 2002): 1231-1294.
- Adam Przeworski, "Geography vs. institutions revisited: were fortunes reversed?" mimeo, New York University, 2004:

[http://www.nyu.edu/gsas/dept/politics/faculty/przeworski/przeworski\\_home.html](http://www.nyu.edu/gsas/dept/politics/faculty/przeworski/przeworski_home.html)

- Jeffrey D. Sachs, *The End of Poverty: economic possibilities for our time* (New York: Penguin, 2005)

### **Week 13 (April 28 & 30): The Constraints of Globalization**

Required:

- Martin Wolf, "Traumatized by trade," in his *Why Globalization Works* (New Haven: Yale University Press, 2005), pp. 173-220.
- Joseph E. Stiglitz, "Freedom to choose?" in his *Globalization and its Discontents* (New York: W.W. Norton, 2003), pp. 53-89.
- Robert H. Wade, "Is globalization reducing poverty and inequality?" *World Development*, 32, 4 (2004): 567-589.

Recommended:

- Susan Strange, *The Retreat of the State: the diffusion of power in the world economy* (New York: Cambridge University Press, 1996)
- Arjun Appadurai, *Modernity at Large: cultural dimensions of globalization* (Minneapolis: University of Minneapolis Press, 1996)
- Robert Wade, "The Asian debt-and-development crisis of 1997-?: Causes and consequences," *World Development*, 26, 8 (August 1998): 1535-1553.
- David Held et al, *Global Transformations: politics, economics and culture* (Cambridge: Polity Press, 1999)

### **Week 14 (May 5 & 7): The Possibilities of Globalization**

Note: Final exam distributed on May 7.

Required:

- Peter Evans, "The eclipse of the state? reflections on stateness in an era of globalization," *World Politics*, 50, 1 (1997): 62-87.
- Sandbrook, Richard, Marc Edelman, Patrick Heller and Judith Teichman, *Social Democracy in the Global Periphery: Origins, Challenges, Prospects* (Cambridge: Cambridge University Press, 2007), pp. 3-34.
- Nayyar, Deepak. "The South in the World Economy: past, present and future," *Human Development Report Office Occasional Paper 2013/01* (United Nations Development Programme), pp. 1-16.

### **Week 15 (May 12 & 14): Conclusion**

Note: Final exam due May 14.