

POL 252
North-South Dialogue
Spring 2013

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Office: Glatfelter 306
Hours: Wed. & Thurs., 1:00-3:00 pm

“The world is still hopelessly split into areas of wealth and poverty, with little prospect of narrowing the gap. The politics of international economic affairs in our lifetimes must therefore be a politics of inequality, inherently a politics of mutual suspicion and struggle.”

-- Robert Heilbroner

COURSE DESCRIPTION

200-level courses in the Political Science major explore key themes and issues related to the study of the discipline in greater depth than do the introductory-level courses. Students learn about the research process, in part through exposure to peer-reviewed scholarship in the discipline. Students also learn how to pose their own research questions as well as how best to go about answering these.

Course content

By focusing on the distribution of power and wealth between the “developed” and “developing” countries of the world, this course explores the political and economic factors that have made inequality a central characteristic of the relationship between the global North and the global South. This semester we will engage in an extended exploration of the concept of “development,” asking just what it means to be “developed,” how development is best conceptualized, defined, and measured, and how development might best be achieved. We will also closely examine the potential changes in the distribution of power between the global North and the global South during the last two decades as well as the impact that globalization is having on the nature of North/South relations. We will focus on the growing debate regarding the use of microfinance as a development strategy as well as food crises and the politics of food production strategies. We’ll ask to what extent each of these types of strategies can and has been used to promote development, the type of development each promotes, and the limitations of these strategies as a means of promoting development and narrowing the North-South gap.

This course’s place within the Gettysburg curriculum

As part of your education at Gettysburg College, you are asked to develop an understanding of multiple styles of inquiry, among them those practices and habits of thought characteristic of the social sciences. This course fulfills a “social science” requirement, one of the “Multiple Inquiries” we ask you to pursue.

International Relations is a subfield within the discipline of Political Science, which is itself a social science. The types of questions we seek to ask about international relations in this course are unique to this subfield but are shaped by the fact that this is a political science course that falls within the larger social science tradition. Thus, for example, during the semester we will seek to answer questions such as “Who (the global North or the global South) exercises power in the international system?” “How has that affected the manner in which international institutions and have been constructed as well as certain countries’ prospects for development?” “What does this imply for the nature of relations between the global North and the global South?” Can there be a meaningful dialogue between the global North and the global South? Or are the two sets of actors destined to engage in a continuous “politics of mutual suspicion and struggle”?

When seeking to answer the foregoing types of questions we should be aware of the fact that the international system and international institutions are concerns particular to international relations; that power and the exercise of power and principal concerns of political science; and that patterns of interaction among different types of actors are a central concern of the social sciences. As social scientists, one of our goals will be to learn how to identify these patterns and make generalizations about the events that we see taking place in international relations. Can particular events be understood as a pattern of larger events? If so, what are the factors that help to produce these patterns?

COURSE GOALS

1. Learn how to identify, measure, and use concepts central to the study of the political economy of development such as “development” and “inequality.”
2. Become familiar with the historical origins of the “development gap” and the trajectory of the post-World War II “dialogue” between the global North and the global South.
3. Become familiar with the principal actors (i.e., the global economy, nation-states, international organizations, non-government actors, etc.) that shape and have an impact on the international political economy system.
4. Learn how to employ different political economy theories of development to analyze the challenges to and prospects for development by the global South.
5. Learn how to critically read and assess the merits of contending analyses of North/South issues.
6. Learn how to acquire and interpret data to be used in the analysis of different issues relevant to the political economy of development.

The course goals identified above and the assignments used in this class are designed to help students meet the Political Science department’s requirements regarding effective communication conventions in the discipline. The department holds as important the ability of students to:

- Become conversant in the fundamental issues and concepts of the discipline;
- obtain and organize the means for addressing these fundamental issues and become familiar with various methods used in the field;
- understand and critically evaluate the work of political scientists;
- analyze and interpret information relevant to answering the fundamental questions of the discipline; and
- communicate results of their analyses both orally and in writing.

COURSE READINGS

There are four required books for the course; these may be purchased at the College bookstore. Additional readings will be posted to our course Moodle site or can be accessed through the library’s journal locator. Check the syllabus for these readings.

Katherine Boo. 2012. BEHIND THE BEAUTIFUL FOREVERS: LIFE, DEATH, AND HOPE IN A MUMBAI UNDERCITY.

Steven Radelet. 2010. EMERGING AFRICA: HOW 17 COUNTRIES ARE LEADING THE WAY.

Hugh Sinclair. 2012. CONFESSIONS OF A MICROFINANCE HERETIC: HOW MICROLENDING LOST ITS WAY AND BETRAYED THE POOR.

Muhammed Yunus. 2003. BANKER TO THE POOR: MICRO-LENDING AND THE BATTLE AGAINST WORLD POVERTY.

GRADING

Debate:	15%
Debate briefing paper:	25%
Midterm exam:	20%
Final exam:	20%
Weekly “mini-papers”:	15%
Class participation:	5%

The following grading scale will be used in this course:

A+	(98-100)	B+	(88-89)	C+	(78-79)	D+	(68-69)
A	(93-97)	B	(83-87)	C	(73-77)	D	(63-67)
A-	(90-92)	B-	(80-82)	C-	(70-72)	D-	(60-62)
						F	(0-59)

- A: Outstanding and original work; well-argued, well-organized, without significant error or omission.
- B: Very good work; reasonably argued, clearly organized, with only slight error or omission; flashes of brilliance; clearly well above the average.
- C: Solid work; clear evidence of engagement and comprehension, but with some organizational, factual or interpretive errors or omissions.
- D: Passing, but only marginally acceptable work with clear deficiencies of fact, organization, interpretation, or length; incomplete work; *immediate conference with me is strongly suggested!*
- F: Unacceptable work submitted with such significant deficiencies that no credit can be awarded; *immediate conference with me is required!*

ASSIGNMENTS

One of the goals of the Political Science Department’s “effective communications conventions” is that students be able effectively to communicate the results of their analysis both orally and in

writing. The purpose of two of the major assignments in this course – the debate and the debate briefing paper – is to provide you with an opportunity to fulfill this goal.

I. Debate: On the first day of class, each student will be randomly assigned one of the debate topics as well as the position that s/he will take in the debate. Students must prepare for the debate by doing the assigned course reading, integrating lecture and discussion material, and doing a considerable amount of additional research. The debates will be graded according to the following criteria:

- A brief discussion of the issue, from the perspective you are defending, that brings in new material and goes beyond class discussion of the issue.
- A clear and concise presentation of your argument or debating points. This should be backed by data or empirical evidence of some sort. In other words, don't tell us what you *feel* about the issue; persuade your audience on the basis of evidence. Be prepared to cite this evidence in the debates as well as to identify the relevant sources of the evidence.
- Responses to your opponent's arguments that show you have thought through this issue from the alternative perspective and are able to identify the weak points in your opponent's arguments. You should also have thought through any strong or valid points your opponent may make in support of her/his position.
- The analytical nature and persuasiveness of your overall argument.
- Professionalism of presentation. You are encouraged to prepare an outline of your debate to hand out to each student in the course. Students will be expected to present data, tables, definitions, etc., relevant to their subject and in support of their arguments; these may be presented through the use of PowerPoint slides. *It is the student's responsibility to prepare the materials necessary for his/her presentation in a timely manner.*

II. Debate briefing paper: The debate briefing paper, which should be approximately 8-10 pages in length and is due in class on the day of your debate, should consist of the following:

- A statement of the issue and your position on the issue. It is at this point that you should make clear your "thesis" or argument regarding the issue.
- A brief summary of the issue, from the perspective you are defending, which should include a discussion of the manner in which the issue has evolved over time, where the issue stands today, and the relevance of this topic to the North-South dialogue.
- A clear and precise presentation of the arguments you will make in the debate and a brief discussion of why you believe each of these arguments is relevant or important. When making each point also present the empirical evidence or data you are using in support of your argument and cite the source of this information. **For further information on the citation format that YOU MUST MAKE USE OF IN THIS CLASS please consult the following website:** <http://writing.wisc.edu/Handbook/DocAPSA.html>
- Evidence that you have consulted a *variety* of sources. These sources must be sources of different *types*. These should include scholarly articles that appear in peer-reviewed journals; articles from periodicals such as *The Economist*; books; chapters from edited

books; information from sources that compile data (e.g., publications such as the World Bank's annual *Development Report*); and finally, reputable internet sources. Finally, I expect you to cite a number of different sources for a paper of this length; I do not have a hard-and-fast rule but would expect you to consult something on the order of 10-15 different sources for a paper of this length.

- Conclude by emphasizing what you believe the issue's effects will be on the future of North-South relations.

Your paper will be graded not only on the basis of your analysis and research but also on its clarity and how well it is written. One of the goals of this paper should be to inform "non-experts" about an issue on which you have developed some expertise. The paper should be typed, double-spaced, and the pages should be numbered. If your writing skills need improvement, please visit the Writing Skills Center with a draft of your paper in a timely manner.

Debate topics and dates:

1. Issue: Microfinance strategies are an effective means of fostering the development of the global South. (Monday, October 20)
2. Issue: The rise of the East Asian NICs, African "cheetahs," and other emerging market economies signals that development is possible and the process of development can be replicated in other regions of the world. (Mon., Dec. 1)
3. Issue: Food is the new "oil," an increasingly scarce resource that will be the source of increasingly heated competition between the global North and the global South and which can thus be expected to lead to a growing divide between these two sets of actors. (Wed., Dec. 10)

III. Weekly "mini-papers": The fourth credit hour assignment for this course consists of a short weekly paper of about 500 words in length (e.g., approximately one single-spaced typed page). The purpose of this assignment is to develop an understanding of a key concept in this course -- "development." These responses will be collected at the end of class each Wednesday unless otherwise noted below. I will not formally grade each of these assignments; rather I will mark each mini-paper using a plus, a check or a zero. A response that receives a "plus" is one that responds in a specific and meaningful manner to the assigned questions or prompts and that is reasonably well written. A response that receives a check is one that indicates some engagement with the question and course material but is somewhat cursory or incomplete in nature. A response that receives a "zero" is one that is too brief, that is inattentive to the texts or the material you are asked to discuss, that is carelessly written, or that does not engage in a serious-minded way with the topic. Answers scored with a "plus" will receive one full point for each weekly assignment; answers scored with a "check" will receive half of a point; answers scored with a "zero" will receive no points. Late mini-papers will not be accepted and missing mini-papers will receive a score of zero.

Following is the list of the assignments for each week's mini-paper.

Week 1 (Sept. 1-3): How do you define "development"? Practically speaking, how might you distinguish between a "developed" and a "developing" country? Please provide a brief description of a "developed" country and of a "developing" country.

Week 2 (Sept. 8-10): Read the prologue and part one of *Behind the Beautiful Forevers*. Briefly describe what conditions are like in Annawadi. How do these conditions accord with your understanding of “development”? Boo notes that almost no one in Annawadi is considered poor by official Indian benchmarks. If that is the case, what distinguishes the residents of Annawadi from those we might consider to be poor?

Week 3 (Sept. 15-17): Read Amartya Sen’s “Development as Freedom” and “The Perspective of Freedom.” How does Sen define development? What do you think of this definition of development? Would a shift in defining development in terms of human freedom have an impact on the lives of the people of Annawadi?

Week 4 (Sept. 22-24): Read the pages from *The Economist*’s special report on the world economy posted to “week 2” on our course Moodle site (pp. 3-10). Why does inequality pose a problem for the developing world? What does the growing inequality in countries like the US mean for the generally held idea that the North serves as a model for how countries should develop?

Week 5 (Sept. 29-Oct. 1): Read part two of *Behind the Beautiful Forevers*. How does corruption affect development?

Week 6 (Oct. 6-8): We will either have a class visit or a Skype session with a Gettysburg alum currently working in a development-related field. This week’s assignment calls for you to assess what you learned about development based on the alum’s discussion of the work in which s/he has been engaged.

Week 7 (Oct. 15): Download the paper “Notes on Poverty and Inequality” from the following website. Have any of the concepts discussed in this paper and other works you’ve read thus far shaped your understanding of development in some way? Explain your answer.
<http://policy-practice.oxfam.org.uk/publications/notes-on-poverty-and-inequality-112446>

Week 8 (Oct. 20- 22): Read part three of *Behind the Beautiful Forevers*. Focusing on events in this part of Boo’s book, describe what you think is the most formidable problem the people of Annawadi must surmount if their lives are to improve.

Week 9 (Oct. 27-29): None of the theories discussed in class thus far address the challenges the earth’s carrying capacity pose for development. Go to the following site to download the paper “A Safe and Just Space for Humanity”: <http://policy-practice.oxfam.org.uk/publications/a-safe-and-just-space-for-humanity-can-we-live-within-the-doughnut-210490> What does this paper say about sustainable economic growth? Are sustainable economic growth and “development,” as you understand it, commensurate concepts?

Week 10 (Nov. 3-5): DIY. Find an article or website that focuses on some issue related to development. Provide a reference or web address for the site in your mini-paper. What did you learn about development from this source? Would you recommend it to others? Explain your answer.

Week 11 (Nov. 10-12): Read part four and author’s notes of *Behind the Beautiful Forevers*. What did you learn about development as a result of reading this book? Are the methods Boo used in order to write this book a good way to learn more about development?

Week 12 (Nov. 17-19): Read the *Washington Post* article “Joining middle class, but barely making it” (posted to our course Moodle site). Compare and contrast the challenges and issues the people in this article face with those confronted by the people of Annawadi. Are their common themes we should be focusing on in our studies of development? Are their issues unique to each country in the process of development? Do different societies have a common understanding of development?

Week 13 (Nov. 24): Based on what you’ve learned this semester, what do you think is the most pressing issue currently facing the developing world?

Week 14 (Dec. 1-3): Read pages 15-19 of *The Economist’s* special report on the world economy posted to “week 14” on our course Moodle site. What do the examples of China, India, Brazil, and Mexico discussed on these pages tell you about the possibilities of and limitations to development?

Week 15 (Dec. 8-10): Reflecting on what you’ve learned this semester, answer the questions posed for the Week 1 mini-paper assignment.

HONOR CODE:

Consistent with the Gettysburg College Honor Code, “students must submit work that is the fruit of their own study and labor, acknowledge assistance, words, and ideas they use in their work, and be honest with all members of the community involved in supporting their education” (Honor Code Summary, p. 1). Please be sure to read the Honor Code in its entirety; it is your responsibility to be familiar with and abide by both the rule and spirit of this code.

CLASS PARTICIPATION:

Class participation is worth 5% of your course grade. Students are expected to participate in every class meeting by asking good questions and/or making intelligent observations. At a minimum, thoughtful participation requires you to complete all of the course readings on time and reflect on them sufficiently to bring something relevant to the material to class meetings. I will award only three participation grades: 100% for students who participate during nearly every class; 50% for students who participate occasionally; and 0% for students who participate rarely or never. Please note that your class participation grade will be based on how much I *remember* you participating in discussion during the semester. *Thus, if I can’t remember you ever participating in class, you will receive a zero for class participation.*

CLASS ATTENDANCE:

I understand that missing class is unavoidable *once in a great while*, but you cannot participate if you are not in class. You should thus be sure to minimize missed classes. Students who miss more than **two** classes during the semester will lose one point from their final course grade for each additional class missed.

POLICY REGARDING LATE ASSIGNMENTS:

I will accept assignments turned in late, but only for a one-week period following the date they were due. (The weekly mini-papers constitute an exception to this rule; those must be turned in on the date they are due.) During the one-week period, assignments will receive a ten-point

penalty for each day they are late. After the one-week period, missing assignments will receive a grade of “0.”

COURSE OUTLINE AND SCHEDULE:

Part I. Overview and North-South Dialogue

(Sept. 1 – Sept. 17)

1. **What is development? The concepts of inequality and poverty.**
 - Isabel Ortiz and Matthew Cummins. April 2011. “Global Inequality: Beyond the Bottom Billion. A Rapid Review of Income Distribution in 141 Countries.” UNICEF Social and Economic Policy Working Paper. Available at http://www.unicef.org/socialpolicy/files/Global_Inequality.pdf
 - Amartya Sen. “Poverty as Capability Deprivation.” Posted to course Moodle site.
2. **Emergence of the South and Characteristics of Developing Countries**
 - Yunus, chpts. 1 and 2.
3. **The South Meets the LIEO**
 - John T Passe-Smith. “The Persistence of the Gap Between Rich and Poor Countries, 1960-1998,” pp. 17-32. Posted to course Moodle site.
 - Sinclair, chpts. 1 and 2.
4. **North Talks “at” South**
 - Delfin S. Go, Richard Harmsen, and Hans Timmer. 2010. “Regaining Momentum.” *Finance and Development* 47, 3. Posted to course Moodle site.
 - Jagdish Bhagwati. 2010. “Time for a Rethink.” *Finance and Development* 47, 3. Posted to course Moodle site.
 - Yunus, chpts. 3, 4, and 5.
 - Sinclair, chpts. 3, 4, and 5.

Part II. Theories and the Political Economy of Development

(Sept. 22 – Oct. 8)

1. **Modernization Theory and Dependency Theory**
 - W.W. Rostow. “The Five Stages of Growth.” Posted to course Moodle site.
 - Theotonio dos Santos. “The Structure of Dependence.” Posted to course Moodle site.
 - Andreea Mihalache-O’keef and Quan Li. 2011. “Modernization vs. Dependency Revisited: Effects of Foreign Direct Investment on Food Security in Less Developed Countries.” *International Studies Quarterly* 55, 1: 71-93. Access through library’s journal locator.
2. **Neoliberal Theory**
 - John Williamson. 1990. “What Washington Means by Policy Reform.” In *Latin American Adjustment: How Much Has Happened?* Ed., John

Williamson. Access at
www.iie.com/publications/papers/paper.cfm?researchid=486

- Yunus, chpts. 6-8.
- Sinclair, chpt.s 6-8.

2. Grassroots Approaches to Development

- Finish Yunus book.
- Finish Sinclair book.

MIDTERM EXAM, WED., OCTOBER 15

Part III. The Role of the International Financial Institutions in the Development Process (Oct. 22 - 27)

- Pamela Blackmon. 2008. "Rethinking Poverty through the Eyes of the International Monetary Fund and the World Bank." *International Studies Review* 10: 179-202. Access through library's journal locator.

Part IV. North-South Dialogue, Part II: The South Rebels (Oct. 29 – Nov. 5)

1. OPEC

- Video: "The Prize: The Epic Quest for Oil, Money, and Power – Power to the Producers"

Part V. North-South Dialogue, Part III: What Accounts for "the Rise of the Rest"? Institutions? Globalization? Neither? Both? (Nov. 10 – 24)

1. NICs, Cheetahs, and Emerging Markets

- Radelet, *Emerging Africa* (read entire book)
- Dani Rodrik. 2007. "Institutions for High-Quality Growth." Chapter 5 in Rodrik, *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Posted to course Moodle site.

2. Globalization

- Dani Rodrik. 2007. "Globalization for Whom?" Chapter 9 in Rodrik, *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Posted to course Moodle site.

Part VI. Do the Interests of the North and South Diverge? Converge? (Dec. 3 – Dec. 8)

1. Food Politics: The New Rich Country/Poor Country Divide?

- Lester R. Brown. 2011. "The New Geopolitics of Food." *Foreign Policy*. Available at www.foreignpolicy.com/articles/2011/04/25/the_new_geopolitics_of_food?page=0.0&sms_ss=email&at_xt=4db5bdf63d1e42c5.0
- Raj Patel. 2011. "Can the World Feed 10 Billion People?" *Foreign Policy*. Available at

www.foreignpolicy.com/articles/2011/05/04/can_the_world_feed_10_billion_people?page=0,0&sms_ss=email&at_xt=4dc3efebfccf1ec5,0

KEY DATES

Debate #1 + paper (issue = microfinance):	Mon., Oct. 20
Midterm exam:	Wed., Oct. 15
Debate #2 + paper (issue = NICs, cheetahs and development):	Mon., Dec. 1
Debate #3 + paper (issue = politics of food scarcity):	Wed., Dec. 10
Final exam:	Mon, Dec. 15, 9:00-11:30 am