

## SEMESTER AT SEA COURSE SYLLABUS

**Voyage: Spring, 2014**  
**Discipline: Political Science**  
**Course title: Politics of Development**  
**Course number: PLCP 3500-101**  
**Upper division**  
**Professor Sandy Hinchman**

**Pre-requisite:** prior course work in political science, economics, or sociology

### **COURSE DESCRIPTION**

In this course, we will explore the realities of poverty and inequality around the world, both within and between countries. We will address the following questions: Why are some countries rich and others poor? Are the reasons primarily historical, geographic, cultural, or political? Do some public policies promote development more successfully than others? Does development necessarily generate undesirable social and/or environmental costs? And what, if anything, should the world community do to assist the “bottom billion”? In considering these issues, we will give special attention to the countries we visit on our voyage. The course will feature both lectures and discussions.

### **COURSE OBJECTIVES**

1. To become acquainted with various theories of development and their practical consequences when implemented;
2. To understand how poverty affects the life chances of people in different parts of the world, and why women, children, and minorities tend to suffer the most;
3. To examine whether economic inequality, in rich and poor countries alike, is socially desirable;
4. To investigate the consequences of poverty and inequality for national and international security;
5. To evaluate the effects of international aid, loans, and markets on development;
6. To inquire into whether rich countries are overtaxing the global commons and, if so, to discuss possible solutions.

### **REQUIRED TEXTBOOKS**

Daron Acemoglu and James A. Robinson  
*Why Nations Fail: The Origins of Power, Prosperity, and Poverty*  
Crown Business  
ISBN#: 978-0-307-71922-7  
2012

Paul Collier

*The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*

Oxford University Press

ISBN#: 978-0-537338-7

2007

Mike Davis

*Planet of Slums*

Verso

ISBN#: 978-1-84467-160-1

2007

William Easterly

*The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*

Penguin

ISBN#: 978-0-14-303882-5

2006

Bill McKibben

*Deep Economy: The Wealth of Communities and the Durable Future*

Times Books

ISBN#: 978-0-8050-7626-4

2007

Jeffrey Sachs

*The End of Poverty: Economic Possibilities for Our Time*

Penguin

ISBN#: 978-0-14-303658-6

2005

Amartya Sen

*Development as Freedom*

Anchor Books

ISBN#: 978-0-385-72027-4

1999

Richard Wilkinson and Kate Pickett

*The Spirit Level: Why Greater Equality Makes Societies Stronger*

Bloomsbury Press

ISBN#: 978-1-60819-341-7

2011

## **ELECTRONIC COURSE MATERIALS (on reserve)**

Robert Kaplan

“The Coming Anarchy”

*The Atlantic Monthly*

February, 1994

Available online: [www.theatlantic.com/magazine/archive/1994/02/the-coming-anarchy/304670/](http://www.theatlantic.com/magazine/archive/1994/02/the-coming-anarchy/304670/)

Dean Karlan and Jacob Appel

Chapter 10: “To Stay Healthy”

*More Than Good Intentions: Improving the Ways the World’s Poor Borrow, Save, Farm, Learn, and Stay Healthy*

2012

top p. 239-bottom 249

## **EVALUATION/GRADING RUBRIC**

25%: attendance, preparation (including quizzes on readings), and class participation

25%: midterm exam

30%: final exam

20%: field assignments in port (see below)

## **TOPICAL OUTLINE OF COURSE** (\* indicates electronic materials)

### ***UNIT 1: Background***

#### **1. Lecture: The colonial legacy**

Sachs, pp. 5-50

#### **2. Lecture: Bretton Woods, the Cold War, and modernization theory**

Acemoglu and Robinson, pp. 7-middle 19; middle p. 32-44; 96-121

#### **3. Lecture: The left/right debate over development**

Davis, pp. 20-94

#### **4. Lecture: Globalization and its critics**

Davis, pp. 151-206

*UNIT 2: Poverty*

**5. Lecture: Poverty, rural and urban**  
**Discussion: The bottom billion**

Davis, pp. 121-150  
\*Kaplan, "The Coming Anarchy"

**6. Lecture: Political economy**  
**Discussion: Conflict and resource "development traps"**

Collier, pp. 3-13; 17-52

**7. Lecture: Japan**  
**Discussion: Governance and geography "development traps"**

Collier, pp. 53-96; 175-middle 182

**8. Lecture: China**  
**Discussion: Extreme poverty as its own "development trap"**

Sachs, pp. 51-89  
Acemoglu and Robinson, pp. 420-bottom 426

**9. Lecture: Viet Nam**  
**Discussion: *What* "development traps"?**

Acemoglu and Robinson, pp. 45-69; 75- middle 83; 245-273

**10. Lecture: Hong Kong and Singapore**  
**Discussion: Extractive vs. inclusive institutions**

Acemoglu and Robinson, pp. 335-344; 358-top 373; 404-top 14; bottom 434-450;  
455-457

**11. MIDTERM EXAM (25% of grade)**

**5 out of 8 terms (50%)**  
**1 out of 2 essays (50%)**

### *UNIT 3: Capabilities*

**12. Lecture: Burma**

**Discussion: Development, “fierce” or “friendly”?**

Sen, pp. 3-11; 35-43; middle 46-53; 87-95; 99-top 107

**13. Lecture: India**

**Discussion: Democratic vs. authoritarian alternatives**

Sen, pp. 142-81; 227; middle 231-bottom 232; middle 246-248

**14. Lecture: Kerala and Mauritius**

**Discussion: Women and development**

Sen, pp. 189-middle 198; middle 219-226; 240-middle 242

### *UNIT 4: Inequality*

**15. Lecture: Development and inequality**

**Discussion: Social gradients**

Wilkinson and Pickett, pp. 3-45, 49-62

**16. Lecture: Do regimes matter in development? (I)**

**Discussion: Social pathologies**

Wilkinson and Pickett, pp. 63-bottom 96; 103-117; 129-141; 145-156

**17. Lecture: Do regimes matter in development? (II)**

**Discussion: Quality of life**

Wilkinson and Pickett, pp. 157-middle 163; 173-bottom 186; middle 188-189; 217-233; bottom 245-middle 252; middle 263-top 264; bottom p. 267-top p. 269; 273-298

### *UNIT 5: Aid and Intervention*

**18. Lecture: Foreign aid**

**Discussion: Millennium Development Goals**

Sachs, pp. 226-middle 236; 244-bottom 246; 251- bottom 255; 266-287

**19. Lecture: South Africa**

**Discussion: A global compact?**

Sachs, pp. 287-333; 353-358

**20. Lecture: Indices of development**

**Discussion: Searchers vs. planners**

Easterly, pp. 3-18; 37-middle 51; 60-68; 119-middle 122; 147-157

Acemoglu and Robinson, bottom p. 450-top 455

**21. Lecture: Ghana**

**Discussion: A modest proposal?**

Easterly, pp. 175-middle 181; middle 188-192; middle 204-207; 241-244; bottom 247-263; 367-371; 375-381

Collier, pp. 99-123

\*Karlan and Appel, pp. 239-bottom 249

*UNIT 7: Sustainability*

**22. Lecture: Can development be sustainable?**

**Discussion: What's the matter with growth?**

McKibben, pp. 1-45

Wilkinson and Pickett, pp. 217-223

**23. Lecture: Morocco**

**Discussion: Making do with less**

McKibben, middle p. 52-77; 95-128

Wilkinson and Pickett, pp. 224-233; 293

**24. Lecture: Lessons learned**

**Discussion: Tipping points**

McKibben, pp. 177-232

**25. FINAL EXAM (30% of grade)**

**5 out of 8 terms (50%)**

**1 out of 2 essays (50%)**

## **FIELD WORK**

Field work conducted in our various ports of call is worth 20% of your grade. There will be a required field lab and a separate field assignment. The field lab is scheduled for our first day in Cape Town, March 28.

### **FIELD LAB. Poverty Alleviation in the Townships: Operation Hunger.**

Surrounding Cape Town are numerous squatter camps, populated mainly by impoverished job-seekers from the countryside. Typically, the residents of these shantytowns suffer from a host of problems, ranging from a lack of opportunity and basic services to undernourishment and ill health. Visiting the squatter camps will enable us to observe these problems firsthand and to ascertain what is being done to alleviate them. In particular, we will witness the activities of Operation Hunger, an NGO whose mission is to “create partnerships between vulnerable households and caring people to combat malnutrition, which, when suffered by children, undermines the nation’s health, education and economic potential.”

A three- to four-page essay describing and evaluating your experience in light of what you have learned in the course is due at the beginning of class on day B20. This report will be worth 10% of your final grade. In preparing your report, you should think about the following issues: How, and to what extent, did the field lab advance your understanding of the themes of this course? How can you connect it to the assigned readings? To what extent did it help you establish links between this course and the others you are taking? Did you experience things that puzzled or surprised you, or led you to alter your views?

#### **Academic objectives:**

1. To witness the challenges of daily life in the shantytowns and achieve a deeper understanding of how residents respond to them
2. To learn how the NGO Operation Hunger
  - combats childhood malnutrition and
  - assesses how well it is meeting its organizational goals and
  - funds and staffs its programs
3. To assist staff members in preparing and serving a meal, and weighing and measuring participating children

**FIELD ASSIGNMENT.** You will obtain and read English-language newspapers in two of our host countries, excluding South Africa, with the goal of identifying and analyzing pressing problems of development and how these are, or are not, being addressed politically. For each of the countries you choose, you will submit a 1-2 page essay describing your findings. The essays, due two weeks after leaving port,

are worth 5% each. Alternatively, if you prefer, you may write one 3-4 page comparative essay (worth 10%) assessing how your two chosen countries are handling a development problem that they have in common.

### **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult "The Voyager's Handbook" for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in case of an electronic file, signed "[signed]."

### **RECOMMENDED FILMS**

The following films, which may be televised during the evening hours, have special relevance to the themes of this course. Watch them if you have the time and interest.

Apocalypse Now Redux (director's cut)  
Blood Diamonds  
China Blue  
City of God  
The Corporation  
The Emerald Forest  
The Flaw  
Hotel Rwanda  
Invictus  
Slumdog Millionaire  
The Last King of Scotland  
Thirst  
Tsotsi