POSC 361-00:
Approaches to Development

Syllabus

Tuesday and Thursday: 1:50 p.m. – 3:35 p.m.

Winter 2011: January 4 – March 9, 2012

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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:**


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) **Evaluating Macro-Level Taxonomy of Development (15):** Everyone who pays attention to world news has heard the terms such as ‘global south’, ‘global north’, ‘developed country’, ‘developing countries,’ ‘under-developed countries’, ‘least developed country’ ‘third world’, ‘newly industrialized countries,’ ‘advanced emerging markets’ ‘emerging markets’ and perhaps ‘overdeveloped’ country. This assignment requires a group of students to analyze these popularly used categories of development in newspaper articles, academic journals, and some literature on development. A group of students will pick two paired-terms (e.g. global south and north or third world and first world or developed or developing) and examine how it is operationalized in real world conditions and statistical indexes. Then students will examine the political and economic dimensions associated with these terms in categorizing countries based on the analysis of trade and economic relationship between two countries representing each term. World Development Indicators by the World Bank, Human Development Indicators by the United Nations Development Program, and Happy Planet Indicators by the New Economic Foundation are a few indicators that rank and categorize countries. Students will use these indicators and analyze the usefulness of these terms. Each group will analyze: (1) politics associated with the terms; (2) the analysis of the extent to which indicators represent the term and reflect the country’s realistic social economic conditions; (3) the usefulness of the terms. More guidelines will be provided once groups are formed. Each group will present the analysis and findings to the class during Week 5 after mid-term break.

(4) **A 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 17.** 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 26** (12 points). The final polished version of the paper is due on **March 12** (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
1/17  - 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 on Taxonomy of Development are due (graded)
2/9   - Group presentations of Taxonomy studies (graded)
2/19  - First draft of the paper due (graded)
2/26  - The final draft of research paper is due (graded)
2/27  - Mini-Conference Presentations continues (graded)
2/29  - Mini-Conference Presentations continues (graded)
3/5   - Mini-Conference Presentations continues (graded)
3/7   - 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 4: 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)

WEEK 2: **EPISTEMIC ORIENTATIONS**

**January 9: Development Paths of Civilizations**

*Essential Readings:*


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

**January 10: Watch the documentary online**

Watch Volume 1: Power of Market by Milton Friedman by January 10 evening. It is available online here: [http://miltonfriedman.blogspot.com/](http://miltonfriedman.blogspot.com/)

**January 11: Structures of Capitalism and States**


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

WEEK 3: **APPRAISAL OF CAPITALISM AND STATE-CENTRIC ORDERS**

*Essential Readings:*

**January 16: Approaches to Understand Structures of Human Orders**
Chapter 5: The Scaffolds Humans Erect, pp. 48-64.


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

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

![Film Icon] *A Powerful Noise* (reserved at the library)

**January 18:** 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

Chapter 6: Moral closeness and world community by Richard Miller
Chapter 12: Global justice: whose obligations? Ónora O’Neill

**January 22:** MOVIE SCREENING at LIBE 305 at 7:30 p.m.

![Film Icon] *Our Friends at the Bank* (reserved at the library)

**WEEK 4:** PUBLIC CHOICE AND CONSTITUTIONAL CHOICE

*Essential Readings:*

**January 23:** Challenges of Macro-Level Social Dilemmas

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 25: Understanding Institutional Diversity and Development


WEEK 5: REALITIES AND DYNAMICS OF POVERTY

Essential Readings:

January 30: Understanding the dynamics of poverty


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 1: Defining development (for whom and by whom?)


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

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

Group Presentation on Taxonomy of Development

FEBRUARY 4-7: MID-TERM BREAK

WEEK 6: QUANTITY AND QUALITY OF DEVELOPMENT

Essential Readings:

February 8: Meanings and Measurements


WEEK 7: KNOWLEDGE, SOCIAL CAPITAL, AND DEVELOPMENT

Essential readings:

February 13: Political Freedom and Associations


February 15: Institutional Dynamics of Development


February 16: MOVIE SCREENING at LIBE 305 at 7:30p.m.

Our Daily Bread (reserved at the library)

WEEK 8: ECOLOGICALIZATION OF CAPITALISM AND STATES

Essential readings:

February 20: Knowledge and Social Capital


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

February 22: Consumers and Citizens in the Structures of Capitalism and States


WEEK 9: YOUR APPROACH TO DEVELOPMENT

February 27: Mini-Conference
February 29: Mini-Conference

WEEK 10: YOUR APPROACH TO DEVELOPMENT Cont. . .

March 5: Mini-Conference
March 7: Mini-Conference