1. OVERVIEW

Following a review of five approaches to the political economy of development, 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 13 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 alternatives to the mainstream models. Although the liberal-democratic, neoliberal approaches still predominate, proposals to reform or transform the global economy in the interests of fairness, poverty reduction, and environmental sustainability have recently been championed by various groups. In addition, nationally-based social-democratic and radical-populist (or ‘people-centred’) development strategies, together with projects of local empowerment, excite interest among those who are sceptical of the efficacy of neoliberal approaches. We will discuss whether practicable and desirable versions of these alternative development ideologies exist.

2. ORGANIZATION AND REQUIREMENTS

One of the instructors will introduce the topic of the first seven 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 22nd to provide a list of three sessions, beginning with session 9, which you would be willing to lead. The schedule of presentations will then be available on September 29th; we will do our best to assign you your top choices.

The course requirements are as follows.

- 1 term paper 25%
  (about 5,000 words – 20 double-spaced pages due March 2nd; choose the topic of one of the sessions for your essay, including those on which you make your presentations; essay must reflect reading beyond the sources listed in this outline; late penalty: 2 percentage points per day, excluding weekends)

- 2 oral presentations 25%
  (one presentation could be on a topic related to your research paper; both presentations will...
be weighted equally; based on the required and some of the supplementary readings under your session; written evaluation to be provided)

- participation in class discussions
  (steady but passive attendance yields 50% of the total marks for this element; active and informed participation yields higher grades; 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)

- 10 written critical reflections on the weekly required readings
  (1-2 single-spaced pages; reflect on the cogency of the argument(s) presented)

- in-class test, April 6th.

Guidelines on Writing the Critical Reflections on Required Readings

1. This assignment involves the submission of a critical reflection on a required reading or readings for 10 of the sessions throughout the year, excluding the two sessions on which you deliver a presentation.

2. The critical reflection should be only one-two page in length (about 300-500 words). The emphasis is on concise, focused thought. You need to identify the author’s thesis, and respond critically to that thesis. Is the argument logically sound? Is it supported both by the evidence that the author cites and by further data or knowledge of which you are aware? Does the piece pose an ‘important’ question in a challenging manner? Is the article/book/excerpt well-organized and clearly written? Does the essay suggest interesting new avenues for thought or research? Some of these questions, and perhaps others, should guide your critical reaction.

3. You will receive a brief, written evaluation of your submissions within two weeks. The grade on this assignment will account for 20% of the final mark (2% for each submission). The evaluation will be based on the following criteria:
   - effectiveness in taking a clear and critical position on issues
   - capacity to synthesize complex ideas
   - familiarity with the material you have selected to review
   - clarity and conciseness of expression.

3. READING FOR THE COURSE

This outline identifies required readings for each topic (*) plus 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.

Your purchase of the required readings will ease your task of preparing for the seminars. We have asked the bookstore to stock copies of the following:


R. Sandbrook, Closing the Circle: Democratization and Development in Africa. Toronto: Between the Lines,
PART I: APPROACHES TO THE POLITICAL ECONOMY OF DEVELOPMENT

1. Overview of the Course (Sept. 15 – GI and JA)

2. Neoclassical Economics and Neoliberalism (Sept. 22 – GI)

NOTE: SUBMIT A LIST OF YOUR CHOICES FOR SEMINAR PRESENTATIONS


3. Development Economics, Structuralism and Neo-Structuralism (Sept. 29 – GI)


O. Sunkel (ed.), Development from Within: Toward a Neostructuralist Approach for Latin America. Boulder:


4. Marxian Political Economy and Dependency Theory (Oct. 6 – JA)


I. Wallerstein, “Dependence in an Interdependent World: The Limited Possibilities of Transformation within
PART II: THE POLITICAL ECONOMY OF MARKET-ORIENTED REFORM: ISSUES AND THEMES


C.N. Murphy. :Inequality, Turmoil and Democracy: Global Political-Economic Visions at the End of the
8. Are “Good Governance” and “Quality Institutions” the Key to Economic Success, as Current Neoliberal Thinking Holds? (Nov. 3 – JA)


M. Moore and M. Robinson, “Can Foreign Aid Be Used to Promote Good Government in Developing Countries?” Ethics and International Affairs 8, 1994, pp. 141-58.

9. What is the Economic Record of Neoliberal Reform? (Nov. 10 – GI)


D. Dollar, “Outward-Oriented Developing Economies Really Do Grow More Rapidly: Evidence from 95


H. White and A.G. Dijkstra, Programme Aid and Development: Beyond Conditionality. London: Routledge, 2003 (see for diverse country cases)


10. Who Wins and Who Loses in Neoliberal Reform? (Nov. 17 – GI)


11. Democratization and Liberalization: Mutually Supportive or Antagonistic Processes? (Nov. 24 – JA)


2001, chs. 1, 7 and 8.

12. Initiatives to Deal with Special Developmental Challenges; Debt and the HIV/AIDS Pandemic (Dec. 1 – GI)


HIV/AIDS Pandemic:

Debt Crisis and Relief:


PART III: THE POLITICAL ECONOMY OF MARKET-ORIENTED REFORM: CASE STUDIES

| Note to students who are preparing a presentation on a case study in session 13-18: |
| 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 relationship between the IMF and World Bank, on the one hand, and the ‘adjusting’ government, on the other? Was this relationship characterized by ‘policy dialogue’ and ‘partnership’, or coercion, or a combination of the two? |
| 2. 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? |
| 3. To what extent has 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? |
| 4. 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 |

16
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?

5. 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?

13. Chile: Neoliberal Reform and Capitalist Transformation (Dec. 8 – GI)


14. A second Latin American or first African case – Presenter can choose his/her own case from among those on which adequate documentation exists (Jan. 12 – GI or JA)

Readings to follow. Presenter must work out a list of readings in conjunction with GI (Latin America) or JA (Africa).

15. Ghana (Jan. 19 – JA)


16. South Korea (Jan 26 – JA)


F. Deyo (ed.), The Political Economy of the New Asian Industrialism. Ithaca, N.Y.: Cornell University Press,
1987.


17. India (Feb. 2 – JA)

M. Bouton, “India’s Problem is not Political,” Foreign Affairs 77:3 (1999, 80-93.
S. Sharma, “Markets and States in Development: India’s Reformers and the East Asian Experience,” Asian

18. An Eastern European case – Presenter can choose his/her own case from among those on which adequate documentation exists (Feb. 9 – GI or JA)

Readings to follow. Presenter must work out a list of readings in conjunction with GI or JA.

PART IV: ALTERNATIVE DEVELOPMENT STRATEGIES


20. The Radical Project of Deglobalization and Localization: The Case of Chiapas, Mexico (March 2 – GI)

NOTE: Essays due in class


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


21. Independent Development in a Unipolar System? The Case of Venezuela (March 9 – GI)


### 22. Transition Economies with a Strong State Role: The Case of China (March 16 – JA)


27

23. Radical Social Democracy: The Case of Kerala, India (March 23 – JA)


General and Theoretical Studies


R. Sandbrook, Closing the Circle, ch. 6.


Case Study


M. Desai, “Party Formation, Political Power and the Capacity for Reform: Comparing Left Parties in Kerala

24. ‘People-Centred Development’: The Theory and the Case of Participatory Budgeting in Porto Alegre, Brazil (March 30 – GI)


25. **In-Class Test** (April 6) – Room to be announced.