

Syllabus

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Course INTL 5580/18 – Politics of Development

Term Spring II, 2011

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NOTE: Students, faculty and staff are required to use their official Webster e-mail address for university related electronic communication.

Course Description The course will analyse the different tendencies subsumed under the header „politics of development“. Lectures will cover key issues in 1) economic development, 2) the impact of communication networks and technological change on international development, political development, international legal and political regulation, and democracy building, and 3) cultural presuppositions and consequences of development politics. Teaching will be based on analytical approaches to politics of development as well as on positive and negative assessments of these processes. Throughout the course, a special focus will be laid on the different consequences of development politics for different parts of the population (elites, majority population, minorities, men and women etc.).

Prerequisites INTL 5000

Learning Outcomes Students will learn to

- A) to distinguish between phenomena subsumed under the term “politics of development”
- B) to apply different theories dealing with this phenomenon
- C) to evaluate empirical evidence for international development

Students will further enhance skills

- A) to analyze and assess theoretical assumptions and empirical data
- B) critically compare contradictory normative points of view and ways to underpin them theoretically and empirically

These goals will be achieved through lectures, reading, discussions in class room, short presentations in classroom partly confronting different points of view, and a long research paper.

Textbook and other Materials

Castells, Manuel (1996), *The Rise of the Network Society*. Cambridge, Mass.: Blackwell (selected chapters, will be available as pdf)

Griffiths, Robert J. (2010), *Annual Editions: Developing Worlds 2010/1*. Whitby: McGraw-Hill

Toernquist, Olle (1999), *Politics and Development: A Critical Introduction*. London: Sage.

Aguirre, M. (2006), *Power and paradox in the United Nations*;
http://www.tni.org/archives/archives_aguirre_paradox.

Zylstra-Moore, P., *Free Trade and Development: How We Developed and Why other Countries are Not*:
<http://www.worldhungerrelief.org/documents/Education%20Resources/Free%20Trade%20and%20Development%20-%20PZM.pdf>

Charter of the United Nations:
<http://treaties.un.org/doc/Publication/CTC/uncharter.pdf>

WTO-Brochures: http://www.wto.org/english/res_e/doload_e/10b_e.pdf,
http://www.wto.org/english/res_e/doload_e/10mis_e.pdf

SUPPLEMENTAL READING
 Articles from newspapers and magazines

Grading

<u>Assignment</u>	<u>Percentage</u>
Mid-Term Exam	25
Final Exam	30
Research Paper	30
Presentations in Class	10
General Contributions in Class	5

Grading Scale

94-100%	A
90-93	A-
86-89	B+
83-85	B
79-82	B-
70-78	C
0-69	F

Activities**University Policies****Cheating**

Any student found cheating on any part of the course work (homework assignment, term paper, quiz, exam, etc.) will automatically be given an "F" for the course. Any student found to be helping another student to cheat will likewise be given an "F" for the course. In each case, the student will also be put on disciplinary probation for the remainder of her or his stay at Webster. If the student is found to have engaged in cheating a second time, s/he will be automatically expelled from the University.

Attendance

Class attendance is obligatory. Instructors are required to take attendance at each class session. If a student has two unexcused absences (equivalent to missing 4 hours for an 8-week course and 6 hours for a 15-week course), the instructor will

lower the student's grade by one letter grade and inform the student of the action. If a student has three unexcused absences (equivalent to missing 6 hours for an 8-week course and 9 hours for a 15 week course), the instructor will assign a grade of F and inform the student of the action.

Class begins punctually. **Instructors are entitled to penalize any late arrivals**, which may affect a student's final grade.

NOTE: Students are required to inform themselves of WUV academic policies. A full list of these policies is available on the WUV website: (<http://www.webster.ac.at/academics/academic-policies>).

Course Policies

The research paper should be a minimum of 16 and a maximum of 24 typed, double-spaced pages (approx. 4000 to 6000 words with bibliography and footnotes.)

Presentations in class will be arranged at least one week in advance. They will be based on book chapters (proposed by the instructor or chosen by the students) and should be presented in 10 to 15 minutes followed by general discussion. In some cases, different points of view based on different readings shall be confronted. In this case, a discussion between the two presenters will take place before the general discussion.

Weekly Schedule

Week 1	Class 1 Introduction to the course Overview of concepts and definitions of development, more and less developed countries, and politics of development <i>Toernquist, 1-40</i>
Week 2	Class 2 Economic development: Main theoretical approaches and contemporary politics <i>Castells, Vol. I, 101-162</i>
Week 3	Class 3 Economic development continued: Critical voices <i>Social Justice and Global Trade, Joseph Stiglitz, Far Eastern Economic Review, March 2006, in: Annual Editions</i> <i>Zylstra-Moore, P., Free Trade and Development: How We Developed and Why other Countries are Not:</i> http://www.worldhungerrelief.org/documents/Education%20Resources/Free%20Trade%20and%20Development%20-%20PZM.pdf
Week 4	Class 4 International political regulations <i>Charter of the United Nations:</i> http://treaties.un.org/doc/Publication/CTC/uncharter.pdf <i>WTO-Brochures:</i> http://www.wto.org/english/res_e/doload_e/10b_e.pdf , http://www.wto.org/english/res_e/doload_e/10mis_e.pdf Mid-term examination

- Week 5 **Class 5**
Democracy Building
Toernquist, 119-171
- Week 6 **Class 6**
Critics of international governance and democracy building
Aguirre, M. (2006), Power and paradox in the United Nations;
http://www.tni.org/archives/archives_aguirre_paradox.
The Ideology of Development, William Easterly, Foreign Policy, July/August 2007,
in: Annual Editions
The New Colonialists, Michael A. Cohen, Maria Figueroa K p c , and Parag
Khanna, Foreign Policy, July/August 2008, in: Annual Editions
- Week 7 **Class 7**
New communication networks and technologies
Castells, Vol. 1, 28-76
- Week 8 **Class 8**
Politics of development and cultural differences
How Development Leads to Democracy: What We Know about Modernization,
Ronald Inglehart and Christian Welzel, Foreign Affairs, March/April 2009, in:
Annual Editions
Development as Poison: Rethinking the Western Model of Modernity, Stephen A.
Marglin, Harvard International Review, Spring 2003, in: Annual Editions
Final Exam

**Additional
Information**