
POLITICAL ECON. OF DEVELOPING COUNTRIES in Fall 2019 (GS2005)

Course Code	GS2005	Professor(s)	Sophie Mills
Prerequisites	None	Office Number	
Class Schedule	MR: 15:20-16:40 in Q-A101	Office Hours	
Credits	4	Email	smills@aup.edu
Semester	Fall 2019	Office Tel. Ext.	

Course Description

The course will introduce students to the main theories of political economy and critically evaluate how these are used to explain global inequality. This will be supported by case studies, literature and class readings to provide real world examples. After introducing students to classical economic theory, the course will critically examine colonialism and the impact of the resulting persistent structural inequalities. This will draw on the work of gender theorists and economists seeking alternative explanations and solutions for poverty. It will then provide an overview of current development issues, including the impacts of technology and climate change. The course aims to provide students with a solid grounding in key theories and strengthen their ability to critically engage with these.

Course Learning Outcomes

General Education

Course Outline

Grading system:

- In-class discussion and postings (20%)

- Two group projects (20%)
- Two five-page papers (60%) – topics in syllabus. Each paper to include footnotes and a 6 – 10 source bibliography.

Course Outline:

NB: All students are requested to register for the following event as a make up class: AUP.EDU/WAR-LEADERSHIP-YOU. The date of the class this event replaces will be communicated by the teacher in due course.

Week 1	From Local to Global – understanding globalisation
Class 1 02/09	Case study: The vanilla value chain and development in Madagascar. Presentation of the vanilla value chain from small scale, remote vanilla farmers to international buyers and end users, introducing the concepts of poverty, structural inequality and complexity. Assignment 1 (due 5/09): With your teammate, please provide an explanation of the key constraints to the socio-economic development of vanilla smallholder farmers and suggestions for how these might be addressed. Start from the following articles and cite all sources used. https://www.theguardian.com/environment/2018/mar/31/madagascars-vanilla-wars-prized-spice-drives-death-and-deforestation https://www.theguardian.com/global-development/2016/jun/21/madagascar-vanilla-farmers-face-volatile-times-after-poor-harvest
Class 2 05/09	Use the case study to introduce some of the key language of development and question some of the underlying assumptions of why inequality and poverty exist, including the importance of indicators, the role of trade, NGOs and the state. Classwork: Present your postings
Week 2	Colonialism and the accumulation of wealth
Class 3 09/09	Introduction to key political economy theorists, including Smith, Locke and Mill, and overview of the shift from mercantilism to capitalism.
Class 4 12/09	Introduction to the key elements of Marxist theory.
Week 3	The legacy of colonialism
Class 5 16/09	The economic and socio-cultural consequences of colonialism. Assignment 2: Write a short posting outlining the impact of colonialism of the development of colonised economies. Due 19/09

Class 6 19/09	Case studies for discussion.
Week 4	Post-colonialism and the Cold War
Class 7 23/09	Independence, the rise of socialism and the impact of the Cold War on fragile democracies.
Class 8 26/09	The failure of governance in Africa – understanding the underlying causes of dictatorship and failed states.
Mid-term paper: Please begin work on your first five-page paper. “The exclusion of women from the development agenda has impacted the ability of developing economies to improve performance across a range of indicators. Discuss.” Due 10/10	
Week 5	The fight over resources – violence against citizens
Class 9 30/09	Genocide in Rwanda. Assignment 3: Provide a short summary on the causes of the genocide in Rwanda and the implications of these for reconstruction efforts. Due 03/10
Class 10 03/10	Group Work 1: In-class group work on the causes and impacts of violence in Kenya and the Congo. Ten-minute group presentations of findings.
Week 6	Gender – mainstreaming women into development
Class 11 7/10	Overview of main approaches including WAD, WID, GAD and gender mainstreaming.
Class 12 10/10	Case studies for discussion.
Week 7	The Capability Approach – an alternative poverty analysis
Class 13 21/10	Case study: Sen’s capability theory applied to the Bengal and Ethiopian famines.
Class 14 24/10	Understanding the capability approach and the wider implications for how we conceptualise development (GDP to HDI). Assignment 4: Critically evaluate Sen’s approach and explain why it is useful. Due 28/10
Week 8	The Neoliberal approach I: rolling back the state
Class 15 28/10	Introduction to neoliberal theory and the impact on Africa, including case study on structural adjustment policies.
Class 16	Analysis of the role of the market as a development lever, including the market systems approach favoured by bi & multilateral donors.

31/10 (no class)	Assignment 5: Critically evaluate the market approach and give your opinion on how effectively it addresses development challenges. Due 04/11
Week 9	The Neoliberal approach II: Microfinance and Financial Inclusion
Class 17 04/11	Case study: Microfinance has been the preeminent economic development tool for 30 years. The class will interrogate the development outcomes of investment into this sector. Assignment 6: Why was microfinance seen as a solution to poverty? Due 07/11
Class 18 07/11	Microfinance and the wider financial inclusion landscape have promoted a deepening of the current financial system, without interrogating the underlying assumptions.
Final paper: Please begin work on your second five-page paper. "Development is not a linear progression. Some countries have jumped ahead while other lag behind. Analyse the reasons for progress and stagnation in two country case studies of your choice." Due 05/12	
Week 10	Technology – disrupting traditional economies
Class 19 11/11 (no class)	The role of technology in increasing economic opportunities, including a case study of how mobile technology is being used in Sub Saharan Africa to deliver services to rural and poor populations.
Class 20 14/11	Group work 2: In class, identify a technology solution to a development challenge. Prepare a ten-minute presentation to the class.
Week 11	Climate change and development
Class 21 18/11	Class work to present the actual and anticipated impacts of climate change on vulnerable populations. Assignment 7: What kinds of development responses are meeting the challenge of migration and how effective are these? Do they address the structural causes of migration? Due 25/11
Class 22 21/11	Migration as a consequence of climate change and the impact on local and regional economies. Assignment 8: Prepare a five-minute presentation to the class with your analysis of the reasons for continuing inequality. Due 25/11
Week 12	Persistent Inequality
Class 23	Class review of the course and presentations on why inequality and poverty remain a problem despite over 70 years of policies to address

25/11	these.
Class 24	Make up class for 31/10
28/11	
Week 13	
02/12	Make up class for 11/11
05/12	Open discussion

Textbooks

This course doesn't have any textbook.

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Other
