

PSCI 3143-130R Current Affairs in International Relations

Professor	Svet Derderyan, Ph.D.	E-mail	Svde3789@colorado.edu
		Office Hours	M/W/F, 10:30am-11am (N201), and by appointment (Ketchum 232)
Meeting Days	M/W/F	Website	https://sites.google.com/site/svetderderyan/home
Room	N200	Time	12pm –12:50pm
Fellow	Rachel Froehlich	Fellow Office Hours	Mon, 6pm-8pm, Arnt 207

Course Overview

This course introduces students to the politics and economics of development. Some of the main questions that it will raise include: How and why do countries trade? Why are some 3rd world countries indebted and poor, while others are in the ascend? What is the relationship between colonialism and economic underdevelopment? What can organizations, such as the IMF, the World Bank, and the EU do to help countries improve their political and economic systems? What do these international actors do to potentially subvert or undermine development? How do foreign debt, aid, and investment tie into the rampant corruption in so many developing countries? In addition to lectures and readings, the class will feature numerous documentaries that will present real life examples of the reasons for and outcomes of underdevelopment. In the end of the semester the students will have a choice between a final paper or a final debate focusing on the usefulness or harmfulness of loans, aid, FDI, and debt relief in the developing world.

Course Goals and Learning Objectives

At the end of this course, students will be able to answer the following questions:

1. What is economic development?
2. What is aid, debt, and investment?
3. What are their political, social, and economic consequences?
4. What are the causes of development and underdevelopment?

5. What can be done to improve developmental prospects in the former third and second worlds at the grassroots, national, and international levels?

By answering these questions, students acquire the knowledge and analytical tools that are necessary to understand political developments around the world.

Required Texts and Materials

Toussaint, Éric and Damien Millet. 2010. *Debt, the IMF, and the World Bank: Sixty Questions, Sixty Answers*. New York: Monthly Review Press

The remaining readings are available as electronic copies on Canvas.

Course Schedule

1. Jan 13: Introduction

Why (is) was there a third world?

2. Jan 15-17-22: The Political Economy of Development: Human Rights, Development, and Debt

Samuels, David. 2012. Chapter 11; Toussaint, Chapter 1

Jeffrey D. Sachs. The development challenge. *Foreign Affairs*, 84(2):78–90, 2005.

<http://www.earth.columbia.edu/sitefiles/file/about/director/documents/foreignaff0305.pdf>

Watch: Interactive map - Colonization of Africa:

<https://www.youtube.com/watch?v=Fbb7nblUUEM>

Recommended videos:

States of Independence: the scramble for Africa:

<https://www.youtube.com/watch?v=CgzSnZidGuU>

How the Europeans divided Africa: <https://www.youtube.com/watch?v=wJ1uo5jvpe8&t=2653s>

Shifting map of Europe, Africa and Asia since WWI as new states were formed, former colonies declared independence, wars changed the borders of states etc:

<https://www.youtube.com/watch?v=s5NV3ZVSj5c>

German colonialism in Namibia:

<https://youtu.be/2Hy4ggArPrE>

Leopold and the Congo: <https://www.youtube.com/watch?v=dTq6HhkpW2s>

Recommended book: *King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa* (1998) by Adam Hochschild: explores the exploitation of the Congo Free State by King Leopold II of Belgium between 1885 and 1908, as well as the large-scale atrocities committed during that period.

https://www.amazon.com/King-Leopolds-Ghost-Don-Cheadle/dp/B074ZDKFJ8/ref=sr_1_2?ie=UTF8&qid=1538807873&sr=8-2&keywords=king+leopolds+ghost

The politics and economics of debt, development, and debt relief in the Third World

3. Jan 24-27-29: Origins of Debt

Toussaint, Chapter 2

Ferraro and Rosser. 1994. Global Debt and Third World Development. Pp. 1-5

Presentation 1: What were the circumstances of debt origination in 2 countries of your choice? What led to this situation? Who were the actors involved? What were the goals (and strings attached)? What were the outcomes, positive and negative?

Recommended movie:

The New Scramble for Africa: <https://www.youtube.com/watch?v= KM06hTeRSY&t=1783s>

When Bana ruled - <http://icarusfilms.com/if-banana>

The Spider's Web: Britain's Second Empire:

https://www.youtube.com/watch?v=np_ylvc8Zj8&feature=youtu.be

<https://topdocumentaryfilms.com/spider-web-britain-second-empire/>

4. Jan 31-Feb 3-5: The Debt Crisis

Toussaint, Chapter 3

Ferraro and Rosser. 1994. Global Debt and Third World Development. Pp. 5-19

Cohn, p. 306-317

Causes and Effects of Import Substitution - Commanding Heights 2: Chile 19:38m-33m and Bolivia 49m – 60m: <https://www.youtube.com/watch?v=oykvdDm0qwk>

Causes and Effects of Export-Oriented Growth - S. Korea:

<https://www.youtube.com/watch?v=tbzOQUO16j0>

Presentation 2: Trace how the debt crisis affected 2 countries of your choice. What sectors of the economy were affected? What political changes followed these events? What did this mean for the lives of ordinary people?

5. Feb 7-10-12: The IMF, the World Bank, and the Logic of Structural Adjustment

Toussaint, Chapter 4

Ferraro and Rosser. 1994. Global Debt and Third World Development. Pp. 19-28

Adam Przeworski and James Raymond Vreeland, 2000. "The Effect of IMF Programs on Economic Growth." Journal of Development Economics 62, no. 2, pp. 385-421.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.610.9437&rep=rep1&type=pdf>

Strom C. Thacker, 1999. "The High Politics of IMF Lending," World Politics 52, no. 1 (October), pp. 38-75. <http://ws2.cdn.caijing.com.cn/2012-10-10/112180919.pdf>

Presentation 3: What roles did the WB and the IMF play in stimulating development in 2 countries of your choice? What were the positive and negative effects? What could have been done differently? What did other actors, state and on-state, do?

6. Feb 14-17: Movie Showing: Life and Debt. 2001. And **When Bana ruled -**

<http://123hulu.com/watch/zdKXnr1-life-and-debt.html>

<http://icarusfilms.com/if-banana>

What role did the international financial institutions play in failing to resolve Jamaica's economic problems? What SAPs were instituted? What was the IMF's rationale? Why did these policies fail?

Toussaint, Chapter 5, 6 (skim)

7. Feb 19-21-24: The Case for Cancelling Debt

Toussaint, Chapter 9, pp. 215-228 and Chapter 10

Ferraro and Rosser. 1994. Global Debt and Third World Development. Pp. 28-38

Ross, Michael, 2015. "What have we learned about the Resource Curse?" (skim)

<https://www.sscnet.ucla.edu/polisci/faculty/ross/papers/articles/Ross%20-%20What%20have%20we%20learned%20ARPS%202015.pdf>

Presentation 4: What was the case for canceling the Greek debt (or at least taking a major "haircut")? How was it accumulated? How did Germany, the EU, and the IMF try to resolve this? How was the political landscape in Greece affected? What were some radical ideas that were raised on both sides? What was the resolution?

8. Feb 26-28, Mar 2: Issues raised by Cancelling the Debt

Toussaint, Chapter 11

Ferraro and Rosser. 1994. Global Debt and Third World Development. Pp. 28-38

Pappas, Takis, "Why Greece Failed", Journal of Democracy, 2013

<https://www.journalofdemocracy.org/sites/default/files/Pappas-24-2.pdf>

Recommended: https://www.youtube.com/watch?v=52_wAgLurH4

What role has the EU played in causing and resolving the Greek crisis? How does the crisis affect the lives of regular people?

Presentation 5: In 2 countries of your choice, what evidence, if any, do you find that canceling debt or instituting relief can backfire? Which of the theoretical concerns associated with debt forgiveness have materialized in reality? What are the lessons?

9. Mar 4: Midterm exam

10. Mar 6-9-11: Movie Showing: Debtocracy. 2011.

<https://www.youtube.com/watch?v=qKpxPo-lInk&t=2959s>

The curious case of the Greek Debt Crisis (a leftist perspective). What differences and similarities do we identify with other arguments about debt relief and forgiveness that we have so far examined?

Galenianos, Manolis, 2015. "The Greek Crisis: Origins and Implications" Hellenic Foundation for European and Foreign Policy
https://www.files.ethz.ch/isn/188283/%CE%95%CF%81%CE%B5%CF%85%CE%BD%CE%B7%CF%84%CE%B9%CE%BA%CF%8C-%CE%9A%CE%B5%CE%AF%CE%BC%CE%B5%CE%BD%CE%BF_16_Manolis-Galenianos-%CE%95%CE%9DG1.pdf

The role of aid in development and underdevelopment

11. Mar 13-16-18: Foreign Aid and the crisis of African economies

Van der Walle, N. 2001. *African Economies and the Politics of Permanent Crisis*. Introduction, available on google books.

The role of Foreign Aid in Development 1997 CBO report pp. 7-51

Goldsmith, Arthur A. "Foreign Aid and Statehood in Africa." *International Organization* vol.55 no.1 (Winter 2001): 123-148.

https://www.researchgate.net/profile/Arthur_Goldsmith2/publication/4770683_Foreign_Aid_and_Statehood_in_Africa/links/54bfe9a80cf28a6324a00830/Foreign-Aid-and-Statehood-in-Africa.pdf

Presentation 6: What was the role of aid in the political and economic development or underdevelopment in 2 countries of your choice? What sectors was the aid targeted to? Who administered it? Who used (or abused) it? What were the effects? Why was the aid given in the first place? What lessons, if any were learned from this experience?

12. Mar 20: Movie Showing: Good Fortune. 2010 PBS Documentary.

<<https://www.amazon.com/Good-Fortune-Landon-Van-Soest/dp/B004DB4EYU>> or youtube (https://www.youtube.com/watch?v=7o_2sKYu6BQ)

How does aid help or hinder economic development?

Bader, Julia and Jörg Faust (2014). "Foreign Aid, Democratization, and Autocratic Survival", *International Studies Review*, 16, 575-595

Tavares, J. (2003). "Does foreign aid corrupt?" *Economics Letters*, 79(1), 99-106.

Easterly, W. (2003). "Can foreign aid buy growth?" *The Journal of Economic Perspectives*, 17(3), 23-48.

Spring Break Mar 23-27

The role of aid, debt, and investment in the post-communist transition of the (former) second world

13. Mar 30, Apr 1-3: The political economy of Communism and the Post-communist transition
O'Neill, P. 2010. Essentials, Chapter 8

14. Apr 6-8-10: Movie Showing: Power Trip. 2003.

<https://www.amazon.com/Power-Trip-Dennis-Bakke/dp/B01BIKD400/ref=sr_1_2?s=instant-video&ie=UTF8&qid=1502577320&sr=1-2&keywords=power+trip>

What has been the post-soviet experience in terms of privatization, Investment, and business development? What are the main challenges?

Privatization and Restructuring in Central and Eastern Europe. World Bank report. 1997
<http://siteresources.worldbank.org/EXTFINANCIALSECTOR/Resources/282884-1303327122200/123pohl.pdf>

Recommended: Lipton, D., Sachs, J. 1992. Privatization in Poland. Development Policy.
https://link.springer.com/chapter/10.1007/978-1-349-22385-5_10

15. Apr 13-15-17: The EU and the EU accession process for the post-communist countries

"In the Nick of Time: Survey of EU enlargement." *The Economist* (28 Mar 2008).
Barnes I & Barnes P. 2010. Enlargement.

Recommended documentary and article: The Bulgarian Transition: Bulgaria – the long revolution
- <https://www.youtube.com/watch?v=iYzp778OEyo>

"Why women had better sex under socialism?" Kristen Ghodsee. 2017. <<
<https://www.nytimes.com/2017/08/12/opinion/why-women-had-better-sex-under-socialism.html>>>

The secret to Polish economic success after communism:
<https://www.youtube.com/watch?v=F1F1c3osIDg>

16. Apr 20-22-24: Corruption and the EU's Structural and Cohesion Funds/Talk about Debate

Martin, Reiner. 2003. "The Impact of the EU's Structural and Cohesion Funds on Real Convergence in the EU" - <http://pki.nbp.pl/konferencje/zalesie/pdf/martin.pdf>

Pop-Eleches, Grigore and Philip Levitz. 2010. "Why No Backsliding? The EU's Impact on Democracy and Governance Before and After Accession" *Comparative Political Studies* 43: 457.
Presentation 7: In 2 countries of your choice, how did the S&C funds contribute to development? What areas were targeted? What monitoring was used? Were there any issues? What was the final outcome?

Corruption, the EU, and FDI in Eastern Europe

Bevan, A., Estrin, S., Grabbe, H. (2001). "The Impact of EU Accession Prospects on FDI Inflows to Central and Eastern Europe". Policy Paper, ESRC "One Europe or Several?"

17. Apr 27: Oxford style Debate: IOs vs states. how to stimulate growth in terms of:

1. loans, debt relief, structural adjustment, default

2. foreign aid
3. above- and below- the state pressures for political change (e.g. anti-corruption)

18. Apr 29: Review

Final exam – Wed, May 6: 1:30pm-4pm

Original Work + Honor Code

It is expected that all work you do in this course represents original work not previously or simultaneously handed in for credit in another course. All work for this course falls under the University's Honor Code.

Evaluation and Assignments

I expect that students come to class prepared to the extent that they can make substantial contributions to class discussions. I further expect students to show up to every session and on time.

If a student misses more than three days of classes, the final grade will be reduced by a full grade for every session missed after the initial three days.

Late submission of assignments will be accepted but with a penalty that will be determined by the instructor on a case-by-case basis. There are no make-up exams.

Exceptions to all rules are only made for health or disability reasons which must be documented in writing.

Basis for Final Grade

Presentations: 15%

In-class Exam 1: 35%

Choice of Debate or Take-Home essay component to the final exam: 10%

Movie entries: 10%

Final Exam: 20%

Participation and Attendance: 10%

Presentations:

You will be expected to give one 10-15 min presentation in class telling a country's story as it pertains to debt, debt crises, aid, and development. Wikipedia can be used. The presentations will be 15% of your final grade. Sign- up sheet:

https://docs.google.com/spreadsheets/d/1o_GgQNpH4MrJ5ctYFxB_KtKiZ9h7hnG2LpdO9soUis/edit#gid=0

Exams:

There will be a midterm and a final.

Debate:

We will have an in-class Oxford style debate in the end of the semester with two panels arguing two opposing perspectives on whether international actors or state actors have to take a leading role in how debt, aid, and investment is managed and administered in order to spur development in developing countries. The volunteers in the debate will be exempt from having to write a final paper for the course but will write and submit outlines of their arguments (talking points). The debate will be 10% of your final grade and will take place on Apr 27th. Sign-up sheet:

<https://docs.google.com/spreadsheets/d/11qc7t7fAI6G2RPfc4O2xZHP2qYrfbjYO1J72VWmE0HY/edit#gid=0>

IOs vs states. how to stimulate growth in terms of:

1. loans, debt relief, structural adjustment, default
2. foreign aid
3. above- and below- the state pressures for political change (e.g. anti-corruption)

The two teams will be evaluated over the following criteria: 1. info/facts, 2. analysis/critical thinking, and 3. style of delivery/persuasion. The team that ends up winning the debate will receive a 5% bonus to their team grade.

Take home essay component to the final exam:

You are expected to write one 6- page paper analyzing the role of debt, aid, and investment in the development or underdevelopment of two countries of your choice (pre-approved by your professor). Due last day of classes.

Movie Entries:

We will see four documentaries in this class. You are responsible to submit two short reactions (max 1 page single spaced) to two documentaries of your choice connecting your impressions with the class readings. These documentaries serve an important goal – to demonstrate the real world applications of the theories and concepts we will be discussing in class. You will submit these in a single word document whenever you have completed the two reaction entries but before Apr 13.

Attendance and Participation:

Many of the lectures will be presented in a style that will give plenty of opportunities for in-class participation to the students. The frequency and quality of your comments, as well as your attendance, will shape your final participation grade. If we have one or several pop quizzes in class, those will also factor in your participation grade.

Grading Scale

I will grade your work on the following (standard) scale.

A	94-100	B+	87-89	C+	77-79	D+	67-69		
		B	83-86	C	73-76	D	63-66	F	0-59

A-	90-93	B-	80-82	C-	70-72	D-	60-62	
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A few final points:

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let me know as soon as possible whether arrangements along these lines are in order. See the [campus policy regarding religious observances](#) for full details.