

POLI 4710/G
POLITICS OF DEVELOPING AREAS
FALL 2011

Class Meeting: TuTh 1:30-2:45pm
Classroom: MH 268
Office Hours: Tu/We/Th 3-5pm
and by appointment

Instructor: Richard Frank
Email: rwfrank@uno.edu
Phone: (504)280-3239
Office: 242 Milneburg Hall

This Version: August 23, 2011

COURSE DESCRIPTION

This course focuses on the causes and effects of economic and political development in the “Third World.” It asks one of the most enduring theoretical and empirical questions in social science: why are some countries rich and others poor? The answers we reach are important 1) because poverty and economic disparities in developing countries are often cited as causes of famine, mass protests, political instability, and even civil war and 2) because different theoretical causes call for different policy responses.

This course addresses several other fundamental questions: What does it mean to be developed? Is it inevitable that certain countries will be less developed than other states? How and why are countries changing economically, politically, and socially in the twenty-first century? What effects have economic and political globalization had on economic development and political stability?

This class will systematically explore these questions and the relevant theoretical and empirical literature on the political economy of development. Students will then have the opportunity to apply what they have learned in researching one particular country’s experience with economic and political development.

CLASS MEETINGS

This class meets Tuesdays and Thursdays 1:30-2:45pm. While I will give lectures, the course will ideally revolve around discussion and class participation. Reading the assigned readings prior to class is essential as is attendance and attentiveness.

STUDENT LEARNING OBJECTIVES

After successfully completing this course, students will be able to define key concepts in development, poverty, and globalization; compose coherent essays about development issues and developing countries; and present summary reports on their research.

COURSE REQUIREMENTS

Participation is essential to a successful class; as is an engagement with the material. You do not have to agree with the material presented either by me or by the authors we will read. What I do expect you to do is to engage with the material and the class discussion, think about the issues they raise, come to your own conclusions and be able to convey them to others.

Your course grade will be determined by three main components: 1) class participation, 2) several quizzes, 3) a country report. Your grade will be calculated as follows:

15%	Class Participation
45%	In-class quizzes (3) and a documentary review
5%	Country proposal (2-3 pages) due
35%	Country Report (12-20 pages)

All submitted quizzes and writings will be graded according to the following grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F.

If you are unhappy with any grade in this class, you may submit a printed one-page explanation of why you think your grade is unwarranted twenty-four hours after the grade has been submitted.

Attendance/Participation

The participation grade is determined by 1) whether you attend class and 2) whether you make a useful contribution to the class discussion. To do well in this class (like any upper-level class) it is necessary to actively participate in class discussion. It should go without saying that attendance is a necessary condition for participation. I expect students to arrive before the class time and avoid tardiness. Repeated tardiness will negatively affect your participation grade.

I realize that situations do crop up that may make it necessary to miss class. Thus, I will not deduct from your participation grade if you miss class twice. However, if you miss more than two classes and you do not have a letter from a doctor or other excuse you have spoken to me about in advance and that I accept, I will take 2 points out of the 15 possible participation points for each additional absence.

Please be in class on time, and turn off your cell phones before class. I will ask any student I see using a cell phone to leave the classroom for that day, and that student will not receive credit for attending that day's class. This policy also applies to using a laptop for anything else than taking notes.

Three quizzes

There will be three in-class quizzes. The focus is assessing the extent that you have understood the lecture, reading, and discussion and the extent that you can think and write critically about the material presented. They will be 40 minutes long. No make-up exams will be given unless you have an excuse that I accept before the scheduled start of the exam.

Country Report

You will be required to write a paper for this class. Indeed, 40% of your final grade will be determined by your proposal and research report. This report should relate to the material covered in this class, but more importantly it should be of interest to you. The earlier you start to think about possible topics the lower your stress level and the more time you can spend finding sources, honing your argument, and revising your writing.

I grade written works according to the following criteria: Does the writer make an argument and back it up with coherent and well-organized evidence? Does the paper have a clear introduction that lays out the paper's 1) topic, 2) motivating question, 3) main argument, 4) and evidence?

You must choose your topic and turn in a 2-3 page paper proposal by September 29th. This proposal

should summarize 1) the *motivating question* your paper will address, 2) the *argument* that you think answers this question, and 3) the *sources* you are planning to use. No changes of paper topic will be accepted after the proposal has been submitted.

Your report should have standard margins, a 12-point standard font, footnotes, a bibliography of works cited, and be in a consistent format (APSA, Chicago, etc.). All sources must be credited. Wikipedia and its ilk will not be accepted as sources. If you have any question about the acceptability of a source, please ask me. We will be going over the research process (including determining the reliability of sources) in class. The 12 to 25 page requirement refers to the length of your paper's text not the total length. All papers are due at the beginning of class on the due date. Late proposals and papers will incur a half-letter grade penalty for every 24 hours in which they are late. Please see the handout I will give you for more specifics about what I expect in a senior-level paper.

Graduate students

Graduate students' grades will be calculated as follows:

15%	Class Attendance/Participation
10%	Class lecture and discussion
30%	Three in-class quizzes
5%	Research proposal (2-3 pages)
35%	Research paper (18-30 pages)

Students taking this course for graduate credit will be required to produce an 18-30 page research paper. This paper will be worth 40% of your grade and is in lieu of the report. It should address a theoretically informed question relevant to the course subject matter and outline an argument that answers this question and the means for testing this argument. Details will be discussed during class.

Graduate students will also have to choose a week to do extra readings and give the class lecture for that day. We will talk about the additional readings and presentation days after the first class meeting as well as during the semester.

Course Communication

Students are encouraged to contact me with any questions about the course material or ways of approaching the final report. I am available during my office hours, before and after class, or via email. Email is a relatively new form of communication; however, I expect students to treat email like previous forms of correspondence. Your writing whether in a paper, quiz, or email is a reflection on you as a student, and you should treat it as such by using correct capitalization, punctuation, and letter structure.

Moodle

Moodle is a useful tool that will be used extensively for this course for announcements, readings, and grades. During the course I will make some readings available in the documents section. It is advisable to check Moodle and your UNO email account often.

Academic Integrity

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information.

The Code is available online at:

http://www.studentaffairs.uno.edu/Judicial/judicial_pdfs/AcademicDishonestyPolicy.pdf.

This is a senior-level class, and I expect you to be familiar with proper citation technique. If you have any questions about the appropriate means of quoting others' words or citing their general arguments please ask me. I consider enrollment in this class as an acceptance of the university's academic dishonesty policy and the course's requirements as outlined in this syllabus.

You will submit a digital copy of all your written work on Moodle to Turnitin software, which traces whether sentences originate in other works. If there is evidence of plagiarism it will be punished to the fullest extent possible. Neither ignorance of what constitutes plagiarism nor a lack of intent to plagiarize are acceptable defenses.

Accommodations for Students with Disabilities

Students who qualify for services will receive the academic modifications for which they are legally entitled. It is the responsibility of the student to register with the Office of Disability Services (UC260) each semester and follow their procedures for obtaining assistance.

ASSIGNED READINGS

There are three (3) assigned books available from the UNO Bookstore or from online booksellers. Online stores are usually significantly cheaper, but you need to plan ahead so as to receive them in time to write discuss them in class.

- Banerjee, Abhijit, and Esther Duflo. 2010. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: PublicAffairs.
- Seligson, Mitchell A., and John Passé-Smith, eds. 2008. *Development and Underdevelopment: The Political Economy of Global Inequality*, 4th edition. Boulder, CO: Lynne Rienner.
- Stearn, Jason. 2011. *Dancing in the Glory of Monsters*. New York: PublicAffairs.

In addition to the above books, I have assigned a number of scholarly journal articles. All articles are available through Moodle, the library's website, or on the internet. It is in your self interest to learn how to access online journal articles from the library's website. If you have any questions about accessing e-journals, please let me know.

Further, it is useful to keep up to date about current events relevant to this course. Several sources that might be useful are listed on my webpage: <http://richardwfrank.com>. I also have links to a number of blogs and other websites that are relevant to this course.

READING SCHEDULE

This reading list is subject to change. Updates to this syllabus will be posted on Moodle. All reading must be completed before the start of class.

WEEK 1: Introduction and Definitions I

Aug. 23th

- Go over syllabus
- Class Overview—What are possible links between politics, poverty, and development?

Aug. 25th

- United Nations. General Assembly. 2000. “United Nations Millennium Declaration.” September 18, 2000. A/RES/55/2. New York: United Nations.
- Passé-Smith, John T. 2008. “Characteristics of the Income Gap Between Countries.” In Seligson & Passé-Smith. 2008. Ch. 2: 11-30.
- Sen, Amartya. 1999. “The Ends and Means of Development.” *Development as Freedom*. Anchor Books. Ch 2: 35-53.

WEEK 2: Definitions II and Geography

Aug. 30th

- Sachs, Jeffrey. 2005. “The End of Poverty.” *Time*. March 14, 2005.
- Olson, Mancur Jr. 1996. “Big Bills Left on the Sidewalk: Why Some Nations Are Rich, and Others Poor.” In Seligson & Passé-Smith. 2008. Ch. 7: 317-338.
- Wade, Robert Hunter. “The Rising Inequality of World Income Distribution.” In Seligson & Passé-Smith. 2008. Ch. 3: 31-37.
- Firebaugh, Glenn. “Empirics of World Income Inequality.” In Seligson & Passé-Smith. 2008. Ch. 4: 39-51.

Sept. 1st **No Class (APSA Conference)**

Watch *Guns, Germs, and Steel* at home

- Diamond, Jared. “Why Did Human History Unfold Differently on Different Continents for the Last 13,000 Years?” In Seligson & Passé-Smith. 2008. Ch. 7: 83-89.
- Frum, David. 1998. “How the West Won: History That Feels Good Usually Isn’t.” *Foreign Affairs* 77(5): 132-135.
- Henderson, J. Vernon, Zmarak Shalizi, and Anthony J. Venables. 2001. “Geography and Development.” *Journal of Economic Geography* 1: 81-105.
- Rodrik, Dani, Arvind Subramanian, and Francesco Trebbi. “Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development.” In Seligson & Passé-Smith. 2008. Ch.8: 91-97.

WEEK 3: Historical explanations

Sept. 6th

Turn in response to *Guns, Germs, and Steel*

- Maddison, Angus. “The World Economy: A Millennial Perspective.” In Seligson & Passé-Smith. 2008. Ch. 6: 75-81.
- Clark, Gregory. “The Great Escape: The Industrial Revolution in Theory and History.” In Seligson & Passé-Smith. 2008. Ch. 10: 111-132.

Sept. 8th

- Thelen, Kathleen. 1999. “Historical Institutionalism in Comparative Politics.” *Annual Review of Political Science* 2: 369–404.
- Pierson, Paul. 2000. “Increasing Returns, Path Dependence, and the Study of Politics.” *American Political Science Review* 94(2): 251-267.
- Keefer, Philip. 2004. “What Does Political Economy Tell Us About Economic Development— And Vice Versa?” *Annual Review of Political Science* 7: 247-272.
- Gerschenkron, Alexander. 1962. *Economic Backwardness in Historical Perspective*. New York: Praeger. Ch.1: 5-30.

WEEK 4: Theories of Development

Sept. 13th

- Rostow, W.W. “The Five Stages of Growth.” In Seligson & Passé-Smith. 2008. Ch.14:173-180.
- Dos Santos, Theotonio. 1970. “The Structure of Dependence.” *The American Economic Review* 60(2): 231-236.
- Grief, Avner. 1989. “Reputation and Coalitions in Medieval Trade: Evidence on the Maghribi Traders.” *The Journal of Economic History* 49(4): 857-882.
- Spruyt, Hendrik. 2002. “The Origins, Development, and Possible Decline of the Modern State.” *Annual Review of Political Science* 5: 127-149.

Sept. 15th

- Olson, Mancur. 1993. “Dictatorship, Democracy, and Development.” *American Political Science Review* 87(3): 567-576.
- Van de Walle, Nicholas. 2009. “The Institutional Origins of Inequality in Sub-Saharan Africa.” *Annual Review of Political Science* 12: 307-327.
- Zakaria, Fareed. 1994. “Culture is Destiny: A Conversation with Lee Kuan Yew.” *Foreign Affairs* 73(2): 109-126.

WEEK 5: Colonialism

Sept. 20th

- Acemoglu, Daron, Simon Johnson, and James A. Robinson. “The Colonial Origins of Comparative Development: An Empirical Investigation.” In Seligson & Passé-Smith. 2008. Ch. 9: 99-110.
- Sumantra Bose. 2004. “De-Colonization and State Building in South Asia,” *Journal of International Affairs* 58(1) 95-113.
- Levitsky, Steven, and Maria Victoria Murillo. 2009. “Variation in Institutional Strength.” *Annual Review of Political Science* 12: 115-133.

Sept. 22nd [Quiz #1]

- De Soto, Hernando. 2002. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. New York: Basic. Ch. 1-3: 15-67.

WEEK 6: Dependency Theories & Culture I

Sept. 27th

- Frank, Andre Gunder. "The Development of Underdevelopment." In Seligson & Passé-Smith. 2008. Ch. 21: 257-267.
- Hammer, Heather-Jo, and John W. Gartrell. "American Penetration and Canadian Development: A Case Study of Mature Dependency." In Seligson & Passé-Smith. 2008. Ch. 22: 269-282.
- O'Hearn, Dennis. "The Irish Case of Dependency: An Exception to the Exception?" In Seligson & Passé-Smith. 2008. Ch. 23: 283-301.
- Herkenrath, Mark, and Volker Bornschier. "Transnational Corporations in World Development: Still the Same Harmful Effects in an Increasingly Globalized World Economy?" In Seligson & Passé-Smith. 2008. Ch. 24: 303-314.

Sept. 29th

Turn in paper proposal

- McClelland, David C. "The Achievement Motive in Economic Growth." In Seligson & Passé-Smith. 2008. Ch. 17: 209-225.
- Harrison, Lawrence E. "Underdevelopment is a State of Mind." In Seligson & Passé-Smith. 2008. Ch. 18: 227-235.
- Kahn, Herman. "The Confucian Ethic and Economic Growth." In Seligson & Passé-Smith. 2008. Ch. 19: 237-239.
- Granato, Jim, Ronald Inglehart, and David Leblang. "The Effect of Cultural Values on Economic Development: Theory, Hypotheses, and Some Empirical Tests." In Seligson & Passé-Smith. 2008. Ch. 20: 241-253.

WEEK 7: Culture II

Oct. 4th

- Deutsch, Karl W. 1961. "Social Mobilization and Political Development." *American Political Science Review* 55(3): 493-514.
- Anderson, John. 2004. "Does God Matter, and if so Whose God? Religion and Democratization." *Democratization* 11(4): 192-217.
- Ibrahim, Anwar. 2006. "Universal Values and Muslim Democracy." *Journal of Democracy* 17(3): 5-12.
- Sen, Amartya. 2008. "Violence, Identity and Poverty." *Journal of Peace Research* 45(1): 5-15.

Oct. 6th No Class—Midseason break

WEEK 8: Institutions

Oct. 11th

- Gourevitch, Peter. 2008. "The Role of Politics in Economic Development." *Annual Review of Political Science* 11: 137-159.

- Kaufmann, Daniel, and Aart Kraay. 2002. "Growth Without Governance." *World Bank Policy Research Working Paper No. 2928*. Washington DC: World Bank.

Oct. 13th

- Holmberg, Soren, Bo Rothstein, and Naghmeh Nasiritousi. 2009. "Quality of Government: What You Get." *Annual Review of Political Science* 12: 135-161.
- Brown, David S., and Wendy Hunter. 2004. "Democracy and Human Capital Formation: Education Spending in Latin America, 1980 to 1997." *Comparative Political Studies* 37(7): 842-864.
- Thyne, Clayton. 2006. "ABC's, 123's, and the Golden Rule: The Pacifying Effect of Education on Civil War: 1980-1999." *International Studies Quarterly* 50(4): 733-754.

WEEK 9: Democracy

Oct. 18th

- Przeworski, Adam, and Fernando Limongi. 1993. "Political Regimes and Economic Growth." *Journal of Economic Perspectives* 7(3): 51-69.
- Larry Diamond. 2003. "Can the Whole World Become Democratic? Democracy, Development, and International Policies." *Center for the Study of Democracy*. Paper 03-05.
- Ross, Michael. 2006. "Is Democracy Good for the Poor?" *American Journal of Political Science* 50(4): 860-874.

Oct. 20th

- Milner, Helen V., and Bumba Mukherjee. 2009 "Democratization and Economic Globalization." *Annual Review of Political Science* 12: 163-181.
- McMillan, John, and Pablo Zoido. 2004. "How to Subvert Democracy: Montesinos in Peru." *Journal of Economic Perspectives* 18(4): 69-92.
- Treisman, Daniel. 2007. "What Have We Learned About the Causes of Corruption from Ten Years of Cross-National Empirical Research?" *Annual Review of Political Science* 10: 211-244.

WEEK 10: Women and Development

Oct. 25th

- Handelman, Howard. 2009. "Ch. 5: Women and Development." In *The Challenge of Third World Development*. Fifth Edition. Upper Saddle River: Pearson: 136-171.
- Kristof, Nicholas, and Sheryl WuDunn. 2009. "The Women's Crusade." *New York Times*. August 23, 2009: MM28.
- Klasen, Stephen. 2002. "Low Schooling for Girls, Slower Growth for All? Cross-Country Evidence on the Effect of Gender Inequality in Education on Economic Development." *World Bank Economic Review* 16(3): 345-373.

Oct. 27th [QUIZ#2]

- Dollar David, Raymond Fisman, and Roberta Gatti. 2001. "Are Women Really the "Fairer" Sex? Corruption and Women in Government." *Journal of Economic Behavioral Organization* 46: 423-429.

- Mehra, Rekha. 1997. "Women, Empowerment, and Economic Development." *Annals of the American Academy of Political and Social Science* 554: 136-149.
- Swamy, Anand, Stephen Knack, Young Lee, and Omar Azfar. 2001. "Gender and Corruption." *Journal of Development Economics* 64: 25-55.

WEEK 11: Natural Resources

Nov. 1st

- Ross, Michael A. 1999. "The Political Economy of the Resource Curse." *World Politics* 51: 297-322.
- Torvik, Ragnar. 2009. "Why Do Some Resource-Abundant Countries Succeed While Others Do Not?" *Oxford Review of Economic Policy*. 25(2): 241-256.
- Weinthal, Erika, and Pauline Jones Luong. 2006. "Combating the Resource Curse: An Alternative Solution to Managing Mineral Wealth." *Perspectives on Politics* 4(1): 35-53.

Nov. 3rd

- Ross, Michael L. 2011. "Will Oil Drown the Arab Spring?" *Foreign Affairs* (Sept/Oct).
- Treisman, Daniel. 2010. "Is Russia Cursed by Oil?" *Journal of International Affairs* 63(2): 85-102.
- Birdsall, Nancy, and Arvind Subramanian. 2004. "Saving Iraq From Its Oil." *Foreign Affairs* 83(4): 77-89.
- Frynas, Jędrzej George. 2004. "The Oil Boom in Equatorial Guinea." *African Affairs* 103: 527-546.

WEEK 12: Foreign Aid

Nov. 8th

- Banerjee, Abhijit, and Esther Duflo. 2010. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. First half.

Nov. 10th

- Banerjee & Duflo. 2010. *Poor Economics*. Second half.

WEEK 13: Globalization

Nov. 15th

- Weede, Erich. 2004. "The Diffusion of Prosperity and Peace by Globalization." *The Independent Review* 9(2): 165-186.
- Rachman, Gideon. 2008. "The Political Threats to Globalisation." *Financial Times*. 7 April.
- Kayser, Mark A. 2007. "How Domestic is Domestic Politics? Globalization and Elections." *Annual Review of Political Science* 10: 341-362.
- Sindzingre, Alice. 2005. "Reforms, Structure or Institutions? Assessing the Determinants of Growth in Low-income Countries" *Third World Quarterly* 26(2): 281-305.

Nov. 17th No Class-Thanksgiving Break

WEEK 14: Conflict and Development

Nov. 22nd

- World Bank. 2011. World Development Report 2011: Conflict, Security, and Development. Washington, DC: Ch. 1: 51-71.
- Collier, Paul. 2007. "Economic Causes of Civil Conflict and Their Implications for Policy." In *Leashing the Dogs of War: Conflict Management in a Divided World*. Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, eds. Washington, DC. US Institute for Peace: 197-217.

Nov. 24th [Quiz #3]

- Stearns, Jason K. 2011. *Dancing in the Glory of Monsters: The Collapse of the Congo and the Great War of Africa*. First half.

WEEK 15: Going Forward

Nov. 29st

- Stearns, Jason K. 2011. *Dancing in the Glory of Monsters: The Collapse of the Congo and the Great War of Africa*. Second half.

Dec. 1st

- Seligson & Passé-Smith. 2008. Ch. 33 "Inequality in Global Perspective: Directions for Further Research."
- Spence, Michael. 2011. *The Next Convergence: The Future of Economic Growth in a Multispeed World*. New York: Farrar, Straus, Girrox. Selections TBA.

Final country reports due December 1st before class.