

CPO 4034 Politics in Developing Nations

Fall 2019
MWF 9th period (4:05-4:55 pm)
FLI 0105

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Office hours: MW 5:00-6:00 pm

Course Description and Objectives

In the past three decades most countries of the world have experienced massive economic growth despite a global financial crisis. However, in this new era of prosperity, some countries still fall behind with stagnant economies or even negative growth. Can these differences be attributed to failing political systems, inefficient economic policies, or social conditions? In this course, we will examine these questions from the perspective of various theories. We will not only consider the traditional theories of development and the causes for underdevelopment, but we will also move beyond these theories to examine the development paradigm from the perspective of feminists, environmental theorists, Marxists, and post-development scholars, asking questions like how does women's unpaid labor get factored into models of economic growth? Does economic growth necessitate environmental pollution? Are underdeveloped states an unavoidable necessity in the global capitalist economic structure? And are development projects forms of neocolonialism? As today's world becomes ever more interconnected issues of development and underdevelopment become even more pressing. Poverty, which often leads to public health crises, conflict, and environmental degradation are not restricted to the borders of the underdeveloped nations but can threaten the livelihoods of everyone. Yet, after trillions of dollars in aid money, we still have not solved the problem of poverty for the world's poorest countries. In this class, we will endeavor to answer why.

We begin by examining the concepts of "development" and "underdevelopment." We then discuss the various theories of (under)development, focusing on both macro and micro perspectives. Finally, we examine the critiques of the development paradigm. While it is not possible to cover every country in the developing world, we focus on issues with relevance across multiple world regions, including Africa, Asia, Latin America, the Middle East, and even Eastern Europe. In this class, you will become familiar with the major theoretical debates surrounding aid and development, engage critically with these debates, and grapple with specific policy issues in developing countries.

Required Reading

Acemoglu, Daron and James Robinson. 2013. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. New York: Random House.

Banerjee, Abhijit and Esther Duflo. 2012. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs.

Collier, Paul. 2007. *The Bottom Billion*. Oxford: Oxford University Press.

Attendance and Participation

In this class we will critically analyze the required texts; thus, participation and engagement in class discussions is a requirement of attendance in this course. You are responsible for reading all assigned materials carefully ahead of time in preparation for class, failure to participate in class discussions will lead to deductions in your participation grade.

Attendance for this class will be taken at the beginning of every class. Each student is allowed two unexcused absences. Any further unexcused absences (this includes absences without a doctor's note, an excuse from the university, or another acceptable excuse) will result in a deduction of five points (for each absence) from your attendance grade.

Requirements for class attendance are consistent with the attendance policy stated in the Graduate Catalog Regulations found here: <http://gradcatalog.ufl.edu/content.php?catoid=6&navoid=1219>. Attendance is required.

Pop-quizzes

There are three required books for this class, and they will serve as the primary texts for our discussions, quizzes, and assignments. Additionally, we will cover academic journal articles and book chapters. Occasionally, we will also read news articles which are listed in the course schedule. Content from the news articles will not be included in the pop-quizzes, however we will discuss these articles in class, as they provide an opportunity to connect the development theories you are learning to real world events. I have made these required readings available to you on the course Canvas site and reserved them at Library West. Readings listed on the course schedule are to have been read prior to that class.

There will be five pop-quizzes based on the readings. Each quiz will include 4-5 multiple choice questions. These quizzes are to ensure that students are keeping up with the class readings, combined they will total 25% of your final grade.

Response Papers

In this class you will be required to write two response papers on the assigned readings. Each response paper will be worth 10% of your total grade. In the first paper you will be asked to critically engage with the theories of (under)development, and in the second paper you will engage with critiques of the development paradigm. Your task for each paper is to summarize at least two of the theories discussed in the readings and class, discuss how these theories relate to one another and weigh their strengths and weaknesses. Papers should make explicit references to the assigned course readings. Each response paper should be four pages double-spaced. Please see the course schedule for due dates. Explicit directions for the response papers will be distributed in the second week of class. While I will not review papers prior to the due date, I encourage you to take advantage of the resources provided by UF's University Writing Program to help you to polish your response papers.

Policy Project

In this course you will complete a semester-long project on a policy issue in a developing country. This project gives you an opportunity to apply the concepts and theories introduced in the course by developing a comprehensive, structured policy analysis for a hypothetical client. In this project you will practice identifying data sources and evaluating their utility, become familiar with the political and economic institutions of a specific developing country, learn to assess alternative policies, and select among policy alternatives. The policy project is a group project, and each student will produce a part of the project as a member of your "team of policy analysts." Projects and team members will be assigned randomly in the second week of class.

The purpose of this project is to provide you with the skills to produce professional policy analysis reports, a valuable skill in many professions. Your task is to provide a policy analysis of the issue that you have drawn. Your team's goal is to prepare a final report to your "client" of no more than 18 double-spaced pages, including an executive summary, policy alternatives, a policy recommendation, and references. During the semester you will submit various pieces of the project in the form of memorandums. At the end of the semester each team will present their policy recommendation in an oral presentation and submit their final report. Throughout the semester you will be provided with class time to work with your group. Please see the course schedule for due dates. Explicit direction and explanation on conducting policy analysis, writing policy reports, and evaluating policy alternatives will be provided in the second week of class.

Grade Breakdown

Attendance 5%, participation 10%, two response papers 10% each (total 20%), pop quizzes 25%, one memo from each student 10%, and final policy project 20%, presentation 10%

Grading

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Letter grades will be assigned according to the following numerical scales:

Letter Grade	Numerical Equivalent	GPA equivalent
A	93-	4.0
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.0
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.0
D-	60-62	0.67
E	<60	0.00
E1	stopped attending	0.00
I	Incomplete	0.00

Students requesting classroom accommodation must first register with the Dean of Student Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Information on UF policies for grading may be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Other Policies

Academic Honesty - All work in this class is to be your own. Please take note of the Student Honor Code, Student Conduct Code, and Standards of Ethical Conduct. The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel

Late Assignments - All assignments are to be submitted by 11:59 pm on the date in which they are due. Please check the course schedule for assignment due dates. Deadline extensions will be granted only in cases that conform with university policies. Official documentation must be provided for deadline extensions. Otherwise, 1 point will be deducted for each day that an assignment is submitted late. Make-up policies/requirements for this class are consistent with university policies, available at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Cell phone use is prohibited during class. Laptops and tablets are permitted, but I reserve the right to prohibit them if they become a distraction.

This syllabus is subject to amendment during the semester. Any changes considered as necessary by the instructor might be made without prior notification. However, changes will be announced in class and/or via e-mail. If any changes are made, the syllabus will be updated and shared with the students via Canvas.

Course Schedule		
August 21	Course introduction and syllabus review	
Concepts: What is Development and Underdevelopment?		
August 23	<ul style="list-style-type: none"> • Sen, Amartya. 1988. "The Concept of Development." <i>Handbook of Development Economics</i>, Vol. 1, Edited by Holhis Chenery and T.N. Srinivasan. Pages 10 – 27. • Gore, Charles. 2000. "The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries." <i>World Development</i>. 28(5):789-804. • Ravallion, Martin. 1997. "Good and Bad Growth: the Human Development Reports." <i>World Development</i>. Vol. 25, No. 5. 	

Course Schedule		
August 26	<ul style="list-style-type: none"> • Easterly, William. 2003. "Can Foreign Aid Buy Growth" <i>Journal of Economic Perspectives</i>, 17(3): 23-48. • Sachs, Jeffrey. Interview with the Carnegie Council on "The End of Poverty: Economic Possibilities for Our Time." 2005. 1-11 	
August 28	<ul style="list-style-type: none"> • Collier, <i>Bottom Billion</i>, Chapter One • Acemoglu and Robinson, <i>Why Nations Fail</i>, Chapter One • Banerjee and Duflo, <i>Poor Economics</i>, Chapter One 	
Group Project: Policy Proposal		
August 30	<ul style="list-style-type: none"> • Weimer, David. "Memoranda Writing" • "Writing a policy memo" research guide from USC Libraries 	
September 2	No Class - Holiday	
September 4	<ul style="list-style-type: none"> • Presentation by David Schwieder, UF Smathers Libraries liaison to the Political Science Department • Musso, Juliet. 2000. "Tradecraft: Professional Writing as Problem Solving." <i>Journal of Policy Analysis and Management</i> Vol. 19, No. 4 (12) • Lehman, Christopher and Robert Nelson. 1981. "Ten Commandments for Policy Economists." <i>Journal of Policy Analysis and Management</i>. Vol. 1, No. 1. 	
September 6	<ul style="list-style-type: none"> • "Argument" handout by The Writing Center, University of North Carolina at Chapel Hill • "Thesis Statements" handout by the Writing Center, University of North Carolina at Chapel Hill 	
Theories of (under)development		
Historical Roots of Underdevelopment		

Course Schedule		
September 9	<ul style="list-style-type: none"> • Acemoglu and Robinson, Why Nations Fail, Chapter 4 • Sokoloff, Kenneth L. and Stanley Engerman. 2000. "History Lessons: Institutions, Factors, Endowments, and Paths to Development in the New World," <i>The Journal of Economic Perspectives</i>. Vol. 14, No. 3. 	
September 11	<ul style="list-style-type: none"> • Acemoglu and Robinson, Why Nations Fail, Chapter 9 • Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." <i>American Economic Review</i>, Vol. 91, No. 5. 	
Institutions and the State		
September 13	<ul style="list-style-type: none"> • Collier, Bottom Billion, Bad Governance Trap (Ch. 5) • Przeworski, Adam and Fernando Limongi. 1993. "Political Regimes and Economic Growth." <i>Journal of Economic Perspectives</i>. Vol. 7, No. 3. • O'Dwyer, Conor and Branislav Kovalčik. 2007. "And the last shall be first: Party system institutionalization and second-generation economic reform in postcommunist Europe" <i>Studies in Comparative International Development</i> 	
September 16	<ul style="list-style-type: none"> • Huber, Evelyne, Dietrich Rueschemeyer, and John Stephens. 1993. "The Impact of Economic Development on Democracy." <i>Journal of Economic Perspectives</i>. Vol. 7, No 3 • Andrew Barnes, "Comparative Theft: Context and Choice in the Hungarian, Czech, and Russian Transformations, 1989-2000," <i>EEPS</i> 17 (2003): 533-565 	

Course Schedule		
September 18	<ul style="list-style-type: none"> • Acemoglu and Robinson, Why Nations Fail, Chapter 6 • Banerjee and Duflo, Poor Economics, Chapter 6 • Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." American Political Science Review 87(03): 567-576. 	
September 20	<ul style="list-style-type: none"> • Acemoglu and Robinson, Why Nations Fail, Chapters 11 and 12 	
September 23	<ul style="list-style-type: none"> • Acemoglu and Robinson, Why Nations Fail, Chapter 13 • Inglehart, Ronald and Christian Welzel. 2009. "How Development Leads to Democracy: What We Know About Modernization" Foreign Affairs 88(3): 33-49. 	
September 25	<ul style="list-style-type: none"> • Collier, Bottom Billion, Ch. 6 • Boix, Carles and Susan C. Stokes. 2003. "Endogenous Democratization" World Politics, 55, 4(Jul): 517-549. 	
September 27	<ul style="list-style-type: none"> • Acemoglu and Robinson, Why Nations Fail, Chapter 14 • Sen, Amartya. 1999. "Democracy as a Universal Value." Journal of Democracy 10(3): 3-15 	Memo 1 Due
Development and the People		
September 30	<ul style="list-style-type: none"> • Banerjee and Duflo, Poor Economics, Chapters 2 and 3 	
October 2	<ul style="list-style-type: none"> • Banerjee and Duflo, Poor Economics, Chapters 4 and 5 	
October 4	<ul style="list-style-type: none"> • No Class - Homecoming 	
The International Community and Aid		
October 7	<ul style="list-style-type: none"> • Banerjee and Duflo, Poor Economics, Chapter 10 and Conclusion 	
October 9	<ul style="list-style-type: none"> • Collier, Bottom Billion, Part 4 (Ch. 7-10) 	
October 11	<ul style="list-style-type: none"> • Banerjee and Duflo, Poor Economics, Chapters 7 and 9 	

Course Schedule		
October 14	<ul style="list-style-type: none"> • Acemoglu and Robinson, Why Nations Fail, Chapter 15 • “CNN exposes systemic abuse of aid in Yemen” By Sam Kiley, Sarah El Sirgany and Brice Lainé, May 20, 2019 	
October 16	<ul style="list-style-type: none"> • Collier, Bottom Billion, Ch. 11 • Easterly, William and Tobias Pfutze. 2008. “Where Does the Money Go? Best and Worst Practices in Foreign Aid.” The Journal of Economic Perspectives Vol. 22(2): 29-52. 	
Resources and Geography		
October 18	<ul style="list-style-type: none"> • Collier, Bottom Billion, Resource Trap (Ch. 3) • Collier, Bottom Billion, Landlocked Trap (Ch. 4) 	Memo 2 Due
October 21	<ul style="list-style-type: none"> • Acemoglu and Robinson, Why Nations Fail, Chapter 2 	
October 23	<ul style="list-style-type: none"> • Acemoglu and Robinson, Why Nations Fail, Chapter 3 • “Europe’s Eastern Tigers Roar Ahead: governments aim to convert economic boom into political clout.” By Lili Bayer, April 20, 2018 	
Conflict and Underdevelopment		
October 25	<ul style="list-style-type: none"> • Collier, Paul, 2009. Wars, Guns, and Votes: Democracy in Dangerous Places. Harper Collins New York, NY: Introduction, Chapter 1. Pages: 1-50 	
October 28	<ul style="list-style-type: none"> • Collier, Bottom Billion, Conflict Trap (Ch. 2) • Fearon, James and David Laitin. 2003. “Ethnicity, Insurgency, and Civil War.” American Political Science Review. Vol. 97, No. 1. 	

Course Schedule		
October 30	<ul style="list-style-type: none"> • Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." Oxford Economic Papers. Vol. 56, No. 4. • Keen, David. 2012. "Greed and Grievance in Civil War." International Affairs. Vol. 88, No. 4. 	
November 1	<ul style="list-style-type: none"> • Walter, Barbara. 2004. "Does Conflict Beget Conflict?" Journal of Peace Research. Vol. 41, No. 3. 17 • Miguel, Edward, Shanker Satyanath, and Ernest Sergenti. 2004. "Economic Shocks and Civil Conflict." Journal of Political Economy. Vol. 112, No. 4. 	
<i>Critiques of the Development Paradigm</i>		
Gender and Development		
November 4	<ul style="list-style-type: none"> • Sen, Amartya. 1990. "More Than 100 Million Women are Missing." (14) • Bandiera, Oriana and Ashwini Natraj. 2013. "Does Gender Inequality Hinder Development and Economic Growth? Evidence and Policy Implication." World Bank Research Observer 28: 2-21 	
November 6	<ul style="list-style-type: none"> • Jain, Devaki. "Chapter 3: Questioning Development Paradigms." In <i>Women, Development and the UN: The Sixty Year Quest for Equality and Justice</i> • Jain, Devaki. Chapter 4: "Development As If Women Mattered." In <i>Women, Development and the UN: The Sixty Year Quest for Equality and Justice</i> 	Response Paper 1 Due
November 8	<ul style="list-style-type: none"> • Jain, Devaki. "Chapter 5: Lessons from the UN's Sixth Decade." In <i>Women, Development and the UN: The Sixty Year Quest for Equality and Justice</i> 	Memo 3 Due
Development and the Environment		
November 11	No Class - Holiday	

Course Schedule		
November 13	<ul style="list-style-type: none"> • K.E. Boulding. 1966. "The Economics of the Coming Spaceship Earth" • Adams, W.M. 2009. "Chapter 1: The dilemma of sustainability" in Green Development: environment and sustainability in a developing world • "The school where parents pay tuition fees with plastic bottles." By Valentine Iwenwanne and Aisha Salaudeen for CNN. June 28, 2019. 	
November 15	<ul style="list-style-type: none"> • Adams, W.M. 2009. "Chapter 5: Mainstream sustainable development" in Green Development: environment and sustainability in a developing world • Adams, W.M. 2009 "Chapter 6: Delivering mainstream sustainable development" in Green Development: environment and sustainability in a developing world • Jakob, Michael and Ottmar Edenhofer. 2014. "Green growth, degrowth, and the commons." Oxford Review of Economic Policy 30(3):447-468. 	
November 18	Group Presentations	
November 20	Group Presentations	
November 22	Group Presentations	
Post-development		
November 25th	<p>Guest Lecture - "Discoursing Development: Approaching Development Through a Post-structural Lens" By: Taylor McDonald (PhD candidate in the Political Science Department at UF)</p> <ul style="list-style-type: none"> • Sachs, Wolfgang (2000) : Development: The rise and decline of an ideal, Wuppertal papers, No. 108. 	
November 27	No Class - Thanksgiving	
November 29	No Class - Thanksgiving	

Course Schedule		
December 2	<ul style="list-style-type: none"> • Harvey, David. 2019. "Towards a theory of uneven geographical development" in Spaces of Neoliberalism. • Hirsch, Eric. 2017. "The unit of resilience: unbeckoned degrowth and the politics of (post)development in Peru and the Maldives." Journal of Political Ecology 24: 462-475. • "Global economic growth has peaked, warns OECD." The Guardian. By Larry Elliot. September 20, 2018. 	
December 4	<ul style="list-style-type: none"> • Matthews, Sally. 2008. "The Role of the Privileged in Responding to Poverty: perspectives emerging from the post-development debate." Third World Quarterly 29(6):1035-1049. • Matthews, Sally. 2017. "Colonised minds? Post-development theory and the desirability of development in Africa." Third World Quarterly: 1-14. 	
December 9		Response Paper 2 Due
December 11		Group Projects Due