

**10PSC-351: Political Economy of Development
Spring 2020**

M/W 2:15-3:35

Whitman School of Management 101

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Office Hours: Mondays 9:00-11:00 AM

Course Description:

How is the political economy of developing countries different than that of developed countries? By definition, developing countries have lower national incomes than developed countries, but poverty alone cannot explain the different political and economic processes in the developing world. This course examines how colonial history and late state formation influence contemporary political and economic institutions and how developing “late” changes the rules of the game in the international economy. In the contemporary period, it examines the relationship between economic development and democracy, democracy and “good governance,” the challenges to “acting like a state” in the developing world, and the relationship dynamics between developing countries and the international community.

Learning Objectives:

This course has three primary objectives. My goal is first to ensure that you (1) understand how we got to this point. The distinction between “developed” and “developing” countries is the result of a series of historical processes that have had a dramatic impact on the economic and political institutions of developing countries, and understanding this history is an essential prerequisite for understanding how to move forward. My next goal is to help you (2) gain a nuanced perspective regarding “how things work” in developing countries. Often, popular descriptions of developing countries conceptualize those who live there as “poor victims,” write off the political and economic systems as “rife with corruption,” and make implicit or explicit reference to a “culture” that prevents development. Rather than buying into these easy explanations, my goal is to push you to think carefully about people in developing countries as active agents, and to consider how institutions and structures in developing countries incentivize certain types of behavior. Finally, with a better understanding of historical development trajectories and the overlapping social, political, and economic challenges that developing countries face, my third goal is that you are able to (3) think critically about development “solutions.”

Required Texts:

All readings for this course are available on Blackboard and/or through the SU Library. All readings listed under the course schedule are required and should be completed **before** the date under which it is listed.

Course Requirements and Grading:

<i>Assignment</i>	<i>Due Date</i>	<i>Percent of Grade</i>
Short Response Paper 1	2/3	15%
Short Response Paper 2	2/24	15%
Short Response Paper 3	3/23	15%
Short Response Paper 4	4/13	15%
Research Paper	5/4	40%

Requirements for this course include four short response papers (750-1000 words) and a final research paper (2000-2500 words). There are no exams. Short papers associated with each of the first four units will assess

your comprehension of the readings and lectures within the unit. The final research paper will require you to synthesize material across multiple units of the course.

A: 93-100	B-: 80-82.9	D+: 68-69.9
A-: 90-92.9	C+: 78-79.9	D: 63-67.9
B+: 88-89.9	C: 73-77.9	D-: 60-62.9
B: 83-87.9	C-: 70-72.9	F: <60

Readings:

All readings listed under the course schedule are required and should be completed **before** the date under which it is listed. All readings for this course are available on Blackboard.

COURSE POLICIES

Late Work:

Unless other arrangements have been made in advance, late work will be accepted at a penalty of 10% for each day the assignment is overdue. In the case of severe illness, family emergency, or other extenuating circumstances, contact me as soon as possible. In most cases, written verification is necessary for an extension to be granted.

Electronics in Class:

Students may not use electronics in my classroom, unless specifically instructed to do so. A mounting body of research indicates that students learn better when taking notes by hand. Laptops, tablets, phones, and other devices undermine your ability to concentrate and also distract those around you. There may be certain circumstances when it is appropriate to use such devices for research in section or class—students will be notified in advance if this is the case. Check out some of the evidence about the benefits of taking notes by hand [here](#).

Grade Disputes:

This course makes use of a graduate student grader. If you feel your work has been unfairly graded and would like to dispute it, you may submit a written request for re-grading by the professor. This request should explain, in detail, why you think you deserve a different grade. Please note that, upon re-evaluation, **your grade may go up or down**. All re-evaluations are final.

UNIVERSITY POLICIES

Academic Integrity:

Syracuse University’s Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the policy and know that it is their responsibility to learn about course-specific expectations, as well as about university policy. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first offense by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of Academic Integrity Policy. The standard sanction for a first offense by a graduate student is suspension or expulsion. For more information and the complete policy, see <http://academicintegrity.syr.edu>.

Disability Related Accommodations:

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498, TDD: (315) 443-1371 for an appointment to discuss your needs and the process for requesting

accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Religious Observances:

SU religious observances notification and policy, found at <http://hendricks.syr.edu/spiritual-life/index.html>, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they **notify their instructors before the end of the second week of classes for regular session classes** and by the submission deadline for flexibly formatted classes. An online notification process is available for students in **My Slice / StudentServices / Enrollment / MyReligiousObservances / Add a Notification**.

COURSE SCHEDULE

UNIT 1 – What is “developing” about developing countries?

Week 1: Introduction + State Formation (1)

M 1/13: Course Introduction

W 1/15: Models of State Formation

- a) Tilly, Charles. 1992. “How War Made States, and Vice Versa” in *Coercion, Capital, and European States*. pgs. 67-95.
- b) Jackson and Rosberg. 1982. “Why Africa’s Weak States Persist,” *World Politics* 35(1): 1-24.

Week 2: State Formation (2)

M 1/20: No Class – MLK Day

W 1/22: States, Nations, and Nation-States

- a) Geertz, Clifford. “The Integrative Revolution: Primordial Sentiments and Civil Politics in the New States,” in *The Interpretation of Cultures* pgs. 255-279.

Week 3: Legacies of Colonialism

M 1/27: Colonization and Extractive Economic Institutions

- a) Acemoglu, Daron and James Robinson. 2013. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty* Chapter 1: pgs. 7-44.

W 1/29: Colonization and Predatory Political Institutions

- a) Ferguson, James. 1994. *The Anti-Politics Machine: “Development,” Depoliticization, and Bureaucratic Power in Lesotho*. Chapter 2: read 25-40, skim 41-54, read 55-73.

UNIT 2 – Economic systems of developing countries

Week 4: Early Theories of Economic Development

M 2/3: Development and Underdevelopment

- a) Rostow, W. W. 1960. “The Five Stages of Growth—A Summary.” In Kanth, Rajani (ed). 1995. *Paradigms of Economic Development: Classic Perspectives, Critiques, and Reflections*. Armonk, New York: M.E. Sharpe. 99-106.
- b) Rodney, Walter. 1972. *How Europe Underdeveloped Africa*. pgs. 3-29

Response Paper # 1 Due

W 2/5: Import-Substitution Industrialization and the Washington Consensus

- a) Haggard, Stephan. 1990. *Pathways from the Periphery: The Politics of Growth in the Newly Industrializing Countries*. pgs. 1-5, 9-22.

Week 5: Strategies for Late Entry into Global Markets

M 2/10: The Developmental State and East Asian Tigers

Meredith Woo-Cummings, Ed. *The Developmental State*. Ithaca: Cornell University Press. pgs. 182-199; 32-60:

- a) Chapter 6: Ha-Joon Chang “The Economic Theory of the Developmental State”
b) Chapter 2: Chalmers Johnson “The Developmental State: Odyssey of a Concept”

W 2/12 : BRICS, South-South Trade, and Limits of Global Capitalist Markets

- a) New Development Bank. 2017. *BRICS 2017: The Role of BRICS in the World Economy and International Development*.

Week 6: Taxation and the Resource Curse

M 2/17: What do Taxes Buy?

- a) Timmons, Jeffrey. 2005. “The Fiscal Contract: States, Taxes, and Public Services.” *World Politics* 57: 530-567.
b) Kenny, Charles, and Justin Sandefur. “[Chart of the Week: Taxing the Poor to Give to the Bureaucrat?](#)” Center for Global Development Blog.

W 2/19: Non-Tax Revenues

- a) Ross, Michael. 2001. “Does Oil Hinder Democracy?” *World Politics* 53 (3): 325-361.

UNIT 3 – Political Systems of Developing Countries

Week 7: Challenges to Democracy

M 2/24: Class Canceled

Response Paper # 2 Due

W 2/26: Democracy and Economic Uncertainty

- a) Przeworski, Adam et al. 1996. “What Makes Democracies Endure?” *Journal of Democracy* 7(1): 39-55.

Week 8: Authoritarian Persistence and Democratic Erosion

M 3/2: Democracy in Divided Societies

- a) Horowitz, Donald. 1993. “Democracy in Divided Societies,” *Journal of Democracy* 4(4):18-38
b) Reilly, Ben. 2001. *Democracy in Divided Societies: Electoral Engineering for Conflict Management*. Cambridge: Cambridge University Press. Chapter 1.

W 3/4: The Third Reverse Wave? + How Authoritarians Persist and Democracies Erode

- a) Diamond, Larry. 2015. “Facing Up to the Democratic Recession,” *Journal of Democracy*, 26(1): 141-155.
b) Levitsky, Steven and Lucan Way. 2015. “The Myth of Democratic Recession,” *Journal of Democracy* 26(1): 45-58.
c) Cheeseman, Nicholas and Brian Klaus. 2018. *How to Rig an Election*. New Haven: Yale University Press. Introduction.

Week 9: Political Culture

M 3/9: Views from Asia

- a) Omelicheva, Mariya. 2015. *Democracy in Central Asia*. Lexington: University of Kentucky Press. Introduction and Chapter 6.

b) Allison, Graham. "The Lee Kuan Yew Conundrum," *The Atlantic*, March 30, 2015.

W 3/11: Views from Africa

a) Ake, Claude. 1993. "The Unique Case of African Democracy," *International Affairs* 69(2): 239-244.

b) Smith, Daniel Jordan. 2007. *A Culture of Corruption: Everyday Deception and Popular Discontent in Nigeria* pgs. 1-27.

SPRING BREAK – 3/15-3/22

UNIT 4 – Foreign Aid and the International Community

Week 10: Conceptual Debates about Foreign Aid

M 3/23: Big Push vs. Incremental Improvement

a) Sachs, Jeffrey. 2005. *The End of Poverty: Economic Possibilities for Our Time*. Chapter One: "A Global Family Portrait." New York: Penguin Press. Pgs. 5-25.

b) Easterly, William. 2008. *Reinventing Foreign Aid*. Introduction: "Can't Take it Anymore?" Cambridge, MA: MIT Press. 1-24.

Response Paper # 3 Due

W 3/25: Investment: Redemptive or Predatory?

a) Moyo, Dambisa. 2009. *Dead Aid: Why aid is not working and how there is a better way for Africa*. New York: Farrar, Straus, and Giroux. pgs. 1-48.

Week 11: Foreign Aid in Practice

M 3/30: RCTs, Millennium Villages, and Project Targeting

a) Mitchell, Shira et al. 2018. "The Millennium Villages Project: a retrospective, observational, endline evaluation." *Lancet Global Health*, 6: 500-513.

b) Sandefur, Justin. 2018. "Cash Transfers Cure Poverty, Side-Effects Vary. Symptoms May Return When Treatment Stops." Center for Global Development Blog.

c) Briggs, Ryan. 2018. "Development Aid Isn't Reaching the Poorest. Here's What That Means." *Washington Post: Monkey Cage* December 13, 2018.

W 4/1: The Politics of Foreign Aid

a) Yanguas, Pablo. 2018. *Why We Lie about Aid: Development and the Messy Politics of Change*. Introduction and Chapter 2.

Week 12: Non-State and Suprastate Actors

M 4/6: Non-State Actors

a) Brass, Jennifer. 2016. *Allies or Adversaries: NGOs and the State in Africa*. New York: Cambridge University Press. Introduction + Conclusion.

W 4/8: International Institutions and Multilateral Efforts

a) Yanguas, Chapter Five

UNIT 5 – Challenges and Opportunities

Week 13: Pessimistic Outlook: Climate Change, Violence, and Migration Crises

M 4/13: Violence, Poverty, and Drivers of Global Migration

a) Taub, Ben. 2017. "[We Have No Choice](#)," *The New Yorker*, 10 April 2017.

b) "Behind the Migrant Caravan" Series: [Introduction](#), [The Role of the State](#)

Response Paper # 4 Due

W 4/15: Disproportionate Impact of Climate Change and Environmental Pressure

- a) Alston, Philip. 2019. "Climate Change and Poverty," Report of the Special Rapporteur on Extreme Poverty and Human Rights, United Nations Human Rights Council.
- b) "Behind the Migrant Crisis" Series: [Ecological Crisis](#), [Violent Landscapes](#)
- c) [How African cities are adapting to climate change](#)

Week 14: Optimistic Outlook: Technology Will Save Us All

M 4/20: Using Technology to Circumvent Sluggish Economies and Bad Governance

- a) Olopade, Dayo. 2015. *The Bright Continent: Breaking Rules and Making Change in Modern Africa*. New York: Mariner Books. Chapter Six.

W 4/22: Energy and Agriculture

- a) Schnitzer, Dan et al. 2014. *Microgrids for Rural Electrification: A Critical Review of Best Practices*. United Nations Foundation. Executive Summary.
- b) Lee, Hyea Won and Vikas Choudhary. 2017. "Agriculture 2.0: How the Internet of Things can Revolutionize the Farming Sector," World Bank, Digital Development Blog.
- c) Peat, Jack. 2018. "[Super Crops could Revolutionize Agriculture](#)" *The Independent*

Week 15

M 4/27: Concluding Remarks

Final Research Paper Due Monday, May 4, by midnight