

POLITICAL SCIENCE

PSC 351: POLITICAL ECONOMY OF DEVELOPMENT



Spring 2025



T/Th 9:30-10:50



Marley 220



Professor Erin Hern

HOW TO REACH ME

In Person Drop-In Hours

T/Th, 11AM -12 PM
400B Eggers Hall

Online

Email: chern@syr.edu
Zoom: by appointment

COURSE DESCRIPTION

How is the political economy of developing countries different than that of developed countries? 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 influences the present and how developing “late” changes the rules of the game in the international economy. In the contemporary period, it examines the economic and political systems of developing countries with a focus on the specific issues related to poverty and late state formation. The course ends by considering different ideas for addressing poverty and development moving forward.

LEARNING OBJECTIVES

- Understand the historical processes that created “developed” and “underdeveloped” countries
- Gain a nuanced perspective of “how things work” in the political and economic systems of developing countries
- Critically assess approaches to addressing poverty and development
- Build a deep understanding of how the course themes relate to one country over the course of the semester

COURSE MATERIALS + INFO

(pssst....everything is on Blackboard (BB))

Readings

All readings are listed on the course schedule below and available on BB:
Coursework>Week#>Readings

Lectures

Slides are available on BB:
Coursework>Week#>Lecture

Assignments

All assignments are listed on the course schedule below and available on BB:
Coursework>Week#

Communicating

If there are any changes to the course schedule or format, I will email you through BB. **Make sure you check your .syr email regularly** and use BB to stay on top of course deadlines.

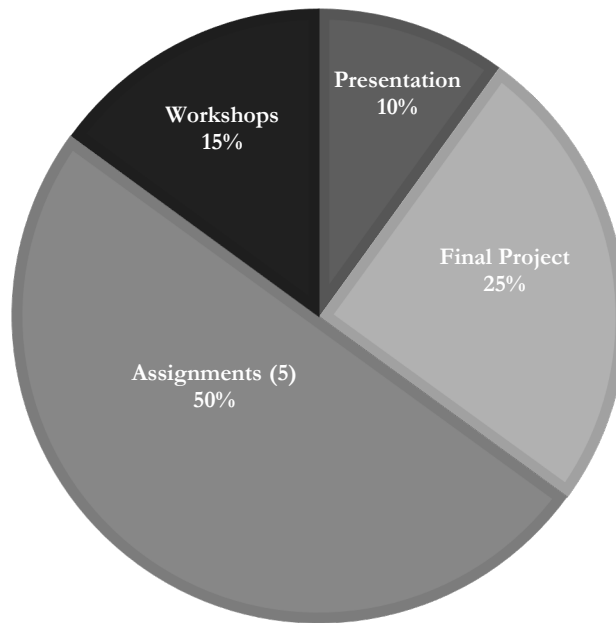
GRADE BREAKDOWN

Workshops:

In-class time to work through questions related to the class content as they apply to your assigned country. 6 scheduled, you may select **one** to skip.

Assignments (5):

Based on the questions provided for the 6 workshops (you may select **one** to skip).



Presentation:

5 minute presentation of the content of **one** workshop for your assigned country.

Final Project:

Final paper or project based on the content of one of your assignments (your choice).

Note:

More assignment details on following page.

Attendance and Late Work

Attendance at lectures is expected, and attendance at the workshops is required and comprises part of your final grade. Absence will be excused in the case of more severe illness or other emergency that requires you miss class, but you must notify me in advance (unless impossible).

Due to advances in generative AI, assignments must be handwritten and submitted in person at the end of the workshop days. In the event of an unexpected absence, contact me to make alternative arrangements.

COURSE AND ASSIGNMENT STRUCTURE

The “developing world” is huge and diverse, so in this course we will pair general concepts (from readings and lecture) with country-specific knowledge (that you will generate). At the beginning of the semester, you will select one of the following countries to focus on: Haiti, India, Indonesia, Nicaragua, or Nigeria.

Every 2-3 weeks, we will have an in-class **workshop** in which you will apply class concepts from the previous weeks to your country case in collaboration with the other students working on the same country. These workshops will be structured around answering a set of questions. After the workshop, you will submit your answers (individually) as your **assignment**. There are six workshops + assignments over the course of the semester. You may select **one** workshop and the related assignment to skip (select wisely). **Note:** Workshops are collaborative, but assignments are individual. This is not a group project. The amount of collaboration you engage in is up to you.

Once during the semester, you will **present** your findings from the assignment to the class on behalf of your country. These 5-minute presentations will take place on the Tuesday after the workshop.

You will select one assignment to expand into a full research-based **final project**.

GRADE THRESHHOLDS

A	>93
A-	90-92.9
B+	88-89.9
B	83-87.9
B-	80-82.9
C+	78-79.9
C	73-77.9
C-	70-72.9
D	60-69.9
F	<60

GRADE FAQs

Can you round up my grade?

I already have. I automatically round up grades.

Can I have extra credit?

Any extra credit opportunities are offered to the whole class. There is no individual extra credit.

I don't understand my grade. Can we talk about it?

Of course. Come to my drop-in hours, or make an appointment. This conversation will be most productive if you can be specific about what you don't understand.

I don't agree with my grade. Can you re-evaluate it?

Yes, I will re-evaluate your grade if you provide a written explanation of why you disagree with my original evaluation. Please note that, in the case of re-evaluation, your grade may go up or down.

IMPORTANT DATES

Workshop 1	January 23 (Th)
Presentation 1	January 28 (T)
Workshop 2	February 6 (Th)
Presentation 2	February 11 (T)
Workshop 3	February 20 (Th)
Presentation 3	February 25 (T)
Workshop 4	March 6 (Th)
Presentation 4	March 18 (T)
Workshop 5	March 27 (Th)
Presentation 5	April 1 (T)
Workshop 6	April 8 (T)
Presentation 6	April 10 (T)
Final Project Due	May 4 (Su)

COURSE POLICY ON AI

Based on the specific learning outcomes and assignments in this course, artificial intelligence is permitted on the following: Grammarly is permitted on all assignments with disclosure. You may use LLMs like ChatGPT to generate initial ideas for class assignments, but the assignments themselves must be written in your own words and reflect your work. You may use AI-enabled tools like Elicit or ResearchRabbit to help identify appropriate works to build your bibliography. See each assignment, quiz, or exam instructions for more information about what artificial intelligence tools are permitted and to what extent, as well as citation requirements. If no instructions are provided for a specific assignment, then no use of any artificial intelligence tool is permitted. Any AI use beyond that which is detailed in course assignments is explicitly prohibited except when documented permission is granted.

COURSE SCHEDULE

PART 1: WHY SOME COUNTRIES ARE POORER THAN OTHERS

Week 1

T 1/14 – Course Introduction

Th 1/16 - Colonialism (Latin America)

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

Week 2

T 1/21 – Colonialism (Asia + Africa)

Reading: Rodney, Walter. 1972. *How Europe Underdeveloped Africa*. pgs. 3-29

Th 1/23 - Workshop 1: Colonial legacies

Week 3

T 1/28 – The Cold War and its Proxies (Latin America and Africa)

Reading: McPherson, Alan. 2002. *Intimate Ties, Bitter Struggles: The United States and Latin America since 1945*. Potomac Books: Washington, DC.

Presentations (1)

Th 1/30 – The Cold War and its Proxies (Asia)

Reading: Hewison, Kevin. 2020. “Black Site: The Cold War and the Shaping of Thailand’s Politics,” *Journal of Contemporary Asia* 50(4): 551-570.

Week 4

T 2/4 – Consequences of Late State Formation

Reading: Alesina, Alberto, Janina Matuszeski, and William Easterly. 2011. “Artificial States,” *Journal of the European Economic Association*, 9(2): 246-277.

Th 2/6 – Workshop 2: Post-WWII global developments

PART 2: ECONOMIC SYSTEMS IN DEVELOPING COUNTRIES

Week 5

T 2/11 – Development and Underdevelopment

Reading: 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.

Presentations 2

Th 2/13 – State-Led vs. Market-Led Development

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

Week 6

T 2/18 – The Developmental State and Strategies for Late Entry

Reading: Ha-Joon Chang “The Economic Theory of the Developmental State,” Chapter 6 in Meredith Woo-Cummings, Ed. *The Developmental State*. Ithaca: Cornell University Press.

Th 2/20 – Workshop 3: Developmental Strategies

Week 7

T 2/25 – Taxation + The Fiscal Contract

Reading:

- (a) Besley, Timothy, and Torsten Persson. 2014. "Why Do Developing Countries Tax So Little?" *Journal of Economic Perspectives*, 28 (4): 99-120.
- (b) Kenny, Charles, and Justin Sandefur. “[Chart of the Week: Taxing the Poor to Give to the Bureaucrat?](#)” Center for Global Development Blog.

Presentations (3)

Th 2/27 – The Resource Curse

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

Week 8

T 3/4 - No Class – Hern at Conference

Th 3/6 – Workshop 4: Managing Government Spending

*****SPRING BREAK*****

PART 3: POLITICAL SYSTEMS IN DEVELOPING COUNTRIES

Week 9

T 3/18 – Democracy and Economic Uncertainty

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

Presentations (4)

Th 3/20 – Democracy in Divided Societies

Reading: Reilly, Ben. 2001. *Democracy in Divided Societies: Electoral Engineering for Conflict Management*. Cambridge: Cambridge University Press. Chapter 1.

Week 10

T 3/25– Clientelism and Patronage Politics

Reading: Lindberg, Staffan. 2010. “What Accountability Pressures do MPs in Africa face and How Do They Respond?” *Journal of Modern African Studies* 48(1): 117-142.

Th 3/27 – Workshop 5: Politics

Week 11

T 4/1 Political Culture: Gender and Development Outcomes

Reading: Beneria, Lourdes, Gunseli Berik, and Maria Floro. 2016. *Gender, Development, and Globalization: Economics as if All People Mattered*. Routledge. Chapter 3.

Presentations (5)

Th 4/3 Political Culture: Is Democracy Universal?

Reading:

(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.

Week 12

T 4/8 - Workshop 6: Political Culture

Th 4/10 - Final Paper Instructions

Presentation (6)

PART 4: POLITICS OF FOREIGN AID

Week 13

4/15 – Macro-level foreign aid, Governments, and NGOs

Reading:

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

4/17 – Micro-level foreign aid and local innovation

Reading: Banerjee, Abhijit V. and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. Chapter 1.

Week 14

4/22 – Participatory Development Simulation (1)

Reading:

(a) Simulation: TAM Stakeholder Instructions

4/24 – Participatory Development Simulation (2)

[Extra credit submission due]

Final Papers Due 5/4, midnight

UNIVERSITY POLICIES

Academic Integrity:

As a pre-eminent and inclusive student-focused research institution, Syracuse University considers academic integrity at the forefront of learning, serving as a core value and guiding pillar of education. Syracuse University's Academic Integrity Policy provides students with the necessary guidelines to complete academic work with integrity throughout their studies. Students are required to uphold both course-specific and university-wide academic integrity expectations such as crediting your sources, doing your own work, communicating honestly, and supporting academic integrity. The full Syracuse University Academic Integrity Policy can be found by visiting class.syr.edu, selecting, "Academic Integrity," and "Expectations and Policy."

Upholding Academic Integrity includes the protection of faculty's intellectual property. Students should not upload, distribute, or share instructors' course materials, including presentations, assignments, exams, or other evaluative materials without permission. Using websites that charge fees or require uploading of course material (e.g., Chegg, Course Hero) to obtain exam solutions or assignments completed by others, which are then presented as your own violates academic integrity expectations in this course and may be classified as a Level 3 violation. All academic integrity expectations that apply to in-person assignments, quizzes, and exams also apply online.

Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered. Students may not drop or withdraw from courses in which they face a suspected violation. Any established violation in this course may result in course failure regardless of violation level.

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**.