

Politics 346, Political Economy of Developing Countries
August-September, Fall 2018 Block 1
Jungmin Song

Contact Information

Office: South Hall 307.

Office hours: I tend to be in my office from about 9:00am to 4:00pm Monday to Friday when I'm not with you, except when I have meetings (11:00-12:00 Tue/Thu). You are welcome to stop by my office anytime if you have any questions, or just let me know if you'd like to set up an appointment.

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Consulting Librarian: Meghan Yamanishi, Cole Library 308, x4143

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Course Description:

This course focuses on the political economy of developing countries. In the first part, we will examine various theoretical approaches that have informed the study of economic development. In the second part of the course, we will study the debates on how to solve the issue of underdevelopment in developing countries. The third section of the course examines the political economy of democratization, focusing on the impact of economic development and inequality. In the final section, we will apply what we have learned to the developing countries in Asia, Africa, Eastern Europe and Latin America.

The major questions addressed in the course include: how central is politics to economic development? How do political institutions determine economic development? Can developed countries help underdeveloped countries? How do economic structures impact politics?

Course Objectives:

Understand the important concepts within the subfield of political economy and development as discussed by leading scholars,

Connect development theories to real-world examples,

Develop ability to work independently on a major research project based on scholarly research,

Improve critical thinking, reasoning, and writing skills.

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, and intercultural literacy.

Reading and Assignment Schedule

We will meet every morning at either 9:00 or 9:30, and afternoons at 1:00. Morning classes will end by 11:30 (Tuesdays and Thursdays by 11:00), afternoon classes by 3, unless noted differently.

8/27/2018	Mon	9:30-11:00	Introductions, Overview, Housekeeping
		1:00	<i>Wealth and Poverty in the World Today, and How to Measure Development</i> United Nations. (2018). <i>World Economic Situation Prospects</i> . 99-136. Alvaredo, F., & Gasparini, L. (2015). Recent trends in inequality and poverty in developing countries. In <i>Handbook of income distribution</i> (Vol. 2). 54-87.
8/28/2018	Tue	9:00	<i>Overview of Theories of Underdevelopment</i> Acemoglu, D., & Robinson, J. A. (2013). <i>Why nations fail: The origins of power, prosperity, and poverty</i> . Chapter 2. Dang, G., & Pheng, L. S. (2015). <i>Infrastructure investments in developing economies</i> . Chapter 2.
		1:00	<i>Theory 1: Geography / Climate</i> Collier, P. (2008). <i>The bottom billion: Why the poorest countries are failing and what can be done about it</i> . Chapter 3. Moore, W. Gyude. "Protecting Africa's Development Gains from the Weather." July 25, 2018. http://cgdev.org.488elwb02.blackmesh.com/blog/protecting-africas-development-gains-weather Gallup, J. L., Sachs, J. D., & Mellinger, A. D. (1999). Geography and economic development. <i>International regional science review</i> , 22(2), 179-232. (skip technical parts)
8/29/2018	Wed	?-11:00	Film: Poverty, INC.
8/30/2018	Thu	9:30-10:30	Film: The Tragedy of Russia's Reform
8/31/2018	Fri		No Class
9/1/2018	Sat		<u>Assignment 1 (Reaction Paper about Films) due (11:59pm)</u>
9/3/2018	Mon	9:30	<i>Theory 2: Colonial Legacies</i> Acemoglu, D., Johnson, S., & Robinson, J. A. (2001). The colonial origins of comparative development: An empirical investigation. <i>American economic review</i> , 91(5), 1369-1401.

			Nunn, N., & Wantchekon, L. (2011). The slave trade and the origins of mistrust in Africa. <i>American Economic Review</i> , 101(7), 3221-52.
		1:00	Theory 3: Culture Guiso, L., Sapienza, P., & Zingales, L. (2006). Does culture affect economic outcomes?. <i>Journal of Economic perspectives</i> , 20(2), 23-48. Chang, H. J. (2000). The hazard of moral hazard: untangling the Asian crisis. <i>World Development</i> , 28(4), 775-788.
9/4/2018	Tue	9:00	Theory 4: Dependency Theories Valenzuela, J. S., & Valenzuela, A. (1978). Modernization and dependency: Alternative perspectives in the study of Latin American underdevelopment. <i>Comparative politics</i> , 10(4), 535-557 (Just read 543-550) Evans, Peter. (2017). "The Relevance of Dependent Development Then and Now" <i>Dialogues on Development, Volume 1: On Dependency</i> . Rodrik, D. (2011). <i>The globalization paradox: democracy and the future of the world economy</i> . WW Norton & Company. Chapter 6 and 7.
		1:00	Review of Theories
9/5/2018	Wed	10:00	Exam 1
9/6/2018	Thu	9:00	Solution Debate 1: Can external Interventions succeed? Easterly, W. (2014). <i>The tyranny of experts: Economists, dictators, and the forgotten rights of the poor</i> . Chapter 2 and Chapter 5. Easterly, W. (2003). Can foreign aid buy growth?. <i>Journal of economic Perspectives</i> , 17(3), 23-48.
		1:00	Solution Debate 1 (Continued) UN Millennium Project, Jeffrey D. Sachs, Investing in Development: A Practical Plan to Achieve the Millennium Development Goals, January 2005. Chapters 7 Collier, P. (2008). <i>The bottom billion: Why the poorest countries are failing and what can be done about it</i> . Chapter 8 and 9. Moss, Todd, Gunilla Pettersson, and Nicolas Van de Walle (2006). "An aid-institutions paradox? A review essay on aid dependency and state building in sub-Saharan Africa." <i>Center for Global Development working paper</i> 74.

9/7/2018	Fri	9:30	<i>Solution Debate 2: Democracy vs. Autocracy</i> Gerring, J., Bond, P., Barndt, W. T., & Moreno, C. (2005). Democracy and economic growth: A historical perspective. <i>World Politics</i> , 57(3), 323-364. Acemoglu, D. (2018). "The Democracy Dividend: Faster Growth." https://www.bloomberg.com/view/articles/2018-06-17/the-democracy-dividend-faster-growth Acemoglu, D., & Robinson, J. A. (2013). <i>Why nations fail: The origins of power, prosperity, and poverty</i> . Chapter 5.
		1:00	<i>Solution Debate 2: Democracy vs. Autocracy (continued)</i> Chang, H. J. (2011). Institutions and economic development: theory, policy and history. <i>Journal of Institutional Economics</i> , 7(4), 473-498. Onis, Z. (1991). The logic of the developmental state. <i>Comparative politics</i> , 24(1), 109-126. Castells, M. (1992). "Four Asian Tigers with a Dragon Head."
9/8/2018	Sat		Short Paper Due (Country Profile) (11:59pm)
9/10/2018	Mon	9:30	<i>Solution Debate 3: Big Institutions vs. Small Institutions</i> North, Douglas. (2003). "Institutions and Economic Growth: A Historical Introduction." Acemoglu, D., & Robinson, J. A. (2013). <i>Why nations fail: The origins of power, prosperity, and poverty</i> . Chapters 3, 11, 13.
		1:00	Paper Meeting
9/11/2018	Tue	9:00	<i>Solution Debate 3 (continued)</i> Banerjee, A. V., Banerjee, A., & Duflo, E. (2011). <i>Poor economics: A radical rethinking of the way to fight global poverty</i> . Chapters 1, 8, and 10.
		1:00	<i>Review of Solutions</i>
9/12/2018	Wed	10:00	Exam 2
9/13/2018	Thu	9:00	<i>Development and Democratization</i> Lipset, Seymour Martin. (1960). <i>Political Man: The Social Bases of Politics</i> [expanded edition (1981)]. Chapter 2. "Economic Development and Democracy." Inglehart, R., & Welzel, C. (2005). <i>Modernization, cultural change, and democracy: The human development sequence</i> . Chapter 1.
		1:00	<i>Inequality and Democracy</i> Acemoglu, D., & Robinson, J. A. (2005). <i>Economic origins of dictatorship and democracy</i> . Chapters 1 and 2.

			Kaufman, R. R. (2009). The political effects of inequality in Latin America: some inconvenient facts. <i>Comparative Politics</i> , 41(3), 359-379.
9/14/2018	Fri	9:30	Current Issue 1: Immigration
		1:00	Current Issue 2: International Organizations and Developing Countries
9/15/2018	Sat		<u>Paper Draft due (5:00pm)</u>
9/17/2018	Mon	9:30	Presentation - Africa
		1:00	Presentation - Asia
9/18/2018	Tue	9:00	Presentation – Eastern Europe
		1:00	Presentation – Latin America
9/19/2018	Wed	9:30	Exam 3
			<u>Full paper due (11:59pm)</u>

Assessment

Grades will be based on three quizzes (45%), a research design paper (30%), one reaction paper (5%), and participation in class (20%).

Attendance & Participation in class 20%

3 Quizzes 45%

1 Reaction Paper 5%

1 Research Paper 30%

- 1) Short Paper: 5% (Sep 8)
- 2) Draft: 5% (Sep 15)
- 3) Presentation: 5% (Sep 17-18)
- 4) Full paper: 15% (Sep 19)

Final course grades will be assigned as follows:

Grade	A to A-	B+ to B-	C+ to C-	D+ to D-	F
Points	100 – 90	89-80	79-70	69-60	below 60

1. Attendance & Participation (20%): Students will be graded on the quality and quantity of their participation with emphasis placed on the former. Participation should be based on the readings, lectures, and current events in international development (i.e., you should keep up with current events by following the news). You will lose participation points if you are disruptive in class. Students start with 75% of this part of the grade and move up based on the quality and quantity of their participation. Students move down if they are disruptive or consistently demonstrate that they have not done the required reading for each class. If it seems to me that the class needs

encouragement to do the readings, there may also be unannounced quizzes that address basic factual points from the readings. To avoid a penalty on your participation grade for missing class, you must let me know in advance you they will miss class due to illness or emergency. In cases where documentation is available (either from a medical professional or campus official), please provide it. If you miss class more than five times, the final grade will be at most C+.

1) Leading class discussion: Students are responsible for leading class discussion twice during the term. Discussion leaders should plan material for about an hour. The goal is to understand the themes and questions raised in the readings. Each discussion leading will be worth 5% of the final grade.

2. Three quizzes (45% total): There will be three non-cumulative quizzes. The quizzes will be based on the readings, lectures, and discussions in class. Students who wish to do well on these quizzes should read the assigned material and attend the lectures and afternoon sessions. Each quiz will be worth 15% of the final grade.

3. Research project paper (30% total): Students are required to write a research paper of 13-16 pages (double-space) on the development of a particular LDC (Less Developed Country) of their choice. The research paper is divided into 5 steps.

1) Sign-up for a country you will study (Aug 31): Pick a region among Asia, Africa, Latin America, and Eastern Europe. There will be two or three students for each region. After pick a region, discuss with your "region" members, and pick a country that is different from your "region" members'.

2) Short paper (3-5 pages in length) (Sep 8): that includes 1) a brief modern history of your chosen country, 2) an overview of where the country is in terms of economic and political development, and 3) a succinct discussion of the major development-related problem(s) the country has (or had before). The findings presented in this country profile will then be incorporated into the longer research paper in which you will analyze the political and economic factors that account for the developmental experience of your chosen LDC.

3) Draft (12-15 pages in length) (Sep 15): You will analyze the political and economic factors that account for the developmental issue(s) of your chosen country. Articulate your argument on the major cause(s) of the problem(s) you pointed out in the first part. Try to apply the theories and concepts you learned in class to your argument. Also, you will analyze how your chosen country have tried to solve the problem(s) and evaluate whether their efforts have been proper and effective. Elaborate your assessments of strengths and weaknesses of the past and current policies or actions of your chosen country concerning the problem that you raised and of why the policies or actions failed (or moderately succeeded) to solve the problem. Do not forget to list references at the end of the paper. I will lower the grade on work submitted late by 2% of the maximum points per hour late.

4) Presentation (Sep 17-18): you will be scheduled to give a 10-15 minute presentation of your paper project. This will be worth 5% of the final grade. I will give you a specific instruction later in this block.

5) Full Paper (13-16 pages in length) (Sep 19): In your full paper, you should reflect my comments and your classmates' comments on your draft and presentation. Do not forget to list references at the end of the paper (follow APSA citation rules). I will lower the grade on work submitted late by 2% of the maximum points per hour late.

4. Reaction Paper about two films (5% total): Write a three-page reaction paper about two films you will watch. Due 9/1.

15th day drop policy

To drop on the 15th day, you *must* complete every assignment due by the end of the 14th day of class and meet the attendance condition noted above (that is to say, you must miss no more than one class without a documented excuse). In other words, if you are likely to sleep through class on more than one occasion, you should drop now, because you will not be able to do so later.

Disabilities

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Academic Honesty expectations

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

Dishonesty in academic work includes both cheating and plagiarism.

Cheating refers to the use of unauthorized sources of information on examinations or any attempt by students to deceive the evaluator of an examination, paper, or project.

Plagiarism is the act of taking the work of another and presenting it as one's own, without acknowledgement of the original source.

There is not one set of rules for the acknowledgement of sources that is appropriate across all disciplines. For this reason, students are always encouraged to consult their professors and guidelines included in their syllabi. However, in general the appropriate acknowledgement of sources involves meeting the following requirements:

Quotations and Paraphrasing. All direct quotations, even if mingled with original words and ideas, must be placed within quotation marks and accompanied by a specific citation for the source of the quotation. Unless the information is generally known, all phrases that are not original to the author - even two or three words - must be placed in quotation marks and cited. If an existing idea is used but paraphrased or summarized, both the original author's words and sentence structure must be changed and a specific citation for the source must still be made. It is always the responsibility of the student to provide precise sources for all ideas, information, or data he or she has borrowed or adapted. Simply listing sources in a bibliography is not sufficient. Students who use information from the World Wide Web are expected to follow these same guidelines for the citation of sources.

Failure to cite sources properly constitutes academic dishonesty, whether the omission is intentional or not.

Ideas and Data. All students are required to acknowledge the ideas of others. Every student is expected to do her or his own work in the completion of an assignment or an examination unless either (a) the sources for these ideas are explicitly cited, or (b) the instructor explicitly allows such collaboration. In addition, a person giving unauthorized assistance to another on an examination is just as guilty of cheating as the person who accepts or solicits such aid.

Submitting revisions of academic work previously submitted, either in the current course or in previous courses, qualifies as academic dishonesty unless the student obtains the explicit permission of all of the instructors involved.

All data sources must be cited accurately. It is dishonest to fabricate or alter research data included in laboratory reports, projects, or other assignments.

A safe guide is to provide a full citation for every source consulted. Sources may include, but are not limited to, published books, articles, reviews, Internet sites, archival material, visual images, oral presentations, or personal correspondence. In addition, students should always keep previous drafts of their work in order to provide documentation of their original work. Finally, due to disciplinary differences, students should consult their professor, a librarian, and/or the Teaching and Learning Center for specific instructions on properly providing citations for sources.

Procedures for dealing with dishonesty in academic work. If an instructor judges that a student has violated the College's policies on academic honesty, the student may be charged with academic dishonesty and assigned an F either for the particular examination, paper, report, or project, or for the course. The instructor shall notify the student in writing of the charge and the penalty and shall include a statement of the circumstances which precipitated the action. A copy of the instructor's letter along with a copy of the paper shall be sent to the Registrar. The Registrar shall then advise the student in writing of the right to appeal. Within ten (10) days of notification, the student may appeal the charge and/or the penalty by submitting a letter to the Dean of the College requesting that he or she appoint an ad hoc committee consisting of three (3) faculty members, one of whom may be nominated by the student. The recommendation of this committee is advisory only and is not binding upon the instructor.

All material and information relative to the charge of academic dishonesty shall be kept by the Registrar in a special file during the period in which the student is enrolled at Cornell College, serving only as a statement of record if the student is charged a second time with academic dishonesty. In the case of an appeal after the first offense, the file shall be destroyed if the committee finds the student not guilty and the instructor concurs; otherwise, the recommendation

of the committee shall be inserted into the special file. If there are no further charges, the file will be destroyed at the time of the student's graduation from Cornell.

Should a subsequent charge of academic dishonesty be brought against a student, the Registrar shall notify the Dean of the College who shall convene a committee consisting of the Dean of the College, the Dean of Students, and the Chair of the Academic Standing Committee, who shall determine the status of the student. The normal penalty for a second offense is indefinite suspension from the College.