

GVPT282: POLITICS OF THE DEVELOPING WORLD

**University of Maryland
Spring 2017**

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Mon/Wed 10:00 – 10:50am
Shoemaker 2102
Office Hour: Mon 11-12, 2-3
and by appt.

OVERVIEW

The purpose of this course is to explore the major challenges facing the developing world today, with the aim of answering this overarching question: why are some countries wealthy while others remain poor? A secondary aim of the course is to understand how our assumptions about development can be tested in a rigorous manner. There is still much that social scientists do not know about how the world works; by developing and applying sound research skills, you can make important contributions to our understanding of development challenges.

The material we will cover is organized around three broad themes. First, what is development? We will explore the concept, its measurement, its historical roots, the role of the state, and the principal theories of development. Second, what factors distinguish developed countries from poorer ones? We will consider a host of issues: democracy, geography, culture, ethnicity, religion, gender, natural resources and the environment, corruption, conflict, and health. Third, what is the effect of intervention and change? Here, policy choices, foreign aid, informal solutions, trade, the challenges of getting rich, and globalization are topics for study. The organizing premises of the course are that development (in some form) is a desired good for all countries, and that states play a critical role in the process, even if some things are beyond government control.

This course is not designed as a study of individual countries; it is a theme-based course. Nevertheless, in exploring the themes and trends that dominate politics in the developing world, we will learn quite a bit about a variety of countries in Africa, Asia, Latin America, and the Middle East, and you will have additional opportunities to learn the details of specific countries through your own research.

REQUIREMENTS

The course is taught in two lectures per week, on Mondays and Wednesdays from 10:00 – 10:50am in Shoemaker 2102, and in Friday discussion sections. In registering for the course, you are making a commitment to attend all of these meetings.

There are four requirements for this course. First, students are expected to come to every meeting and to participate actively in discussions. Second, there will be an in-class midterm

exam. Third, you will have the opportunity to research and write on the development prospects of a country of your choosing, in the form of a 9-12 page research paper (submitted in two parts). Students will also take a final exam. The relative weights accorded to each of these requirements are as follows:

- Midterm 25 percent
- Research Paper 25 percent (submitted in two parts)
- Final Midterm Exam 30 percent
- Participation 20 percent

READINGS

The readings for this course are essential for understanding the themes discussed in class; to do well and to get as much as possible out of the course, you will have to do all of them. Two books are required, as we will read several chapters from each. Those books, available at the campus bookstore and for four-hour check-out periods at the library, are:

Paul Collier. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. New York: Oxford University Press.

Amartya Sen. 2000. *Development As Freedom*. New York: Anchor Press.

All other readings (aside from the books) will be provided via the course website.

ABSENCE & OTHER POLICIES

If you are going to miss class and would like your absence to be excused, you are required to email the professor (for lectures) or your T.A. (for sections) regarding your absence *in advance* of the class and to bring documentation supporting your excused absence on the day you return. Attendance in lecture will be recorded approximately five times during the course of the semester and factored into the participation grade. Late papers will be penalized. Details of grading policies are found on the last page of this syllabus.

Use of computers is **prohibited** in lectures. Any student who wishes to receive special permission to use a computer (solely for the purpose of note-taking) must see the professor and obtain written permission. Inappropriate or unauthorized use will count as an absence.

Any evidence of academic dishonesty will be forwarded to the Dean's office.

If you require special assistance or face extenuating circumstances that could affect your performance in class, please come see me right away or as soon as the issue arises.

For more information on UMD course-related policies, please visit the following link:
<http://www.ugst.umd.edu/courserelatedpolicies.html>

SCHEDULE AND ASSIGNMENTS

Jan 25: Introduction – What is Development?

- Paul Collier, *Bottom Billion*, Ch. 1.
- Amartya Sen, *Development as Freedom*, Introduction.
- Abhijit Banerjee and Esther Duflo (2007), “The Economic Lives of the Poor,” *Journal of Economic Perspectives*, 21:1.

Jan 30: How Should We Measure Development?

- United Nations Development Programme, “Human Development Report Overview.”
- Amartya Sen, *Development as Freedom*, Ch. 2.
- Paul Collier and Jean-Louis Warnholz, “Building Haiti’s Economy, One Mango at a Time,” *The New York Times*, January 29, 2010.

Feb 1: Testing Development Outcomes

- Jim Manzi, “What Social Science Does—and Doesn’t—Know.” *City Journal*, Vol. 20, No. 3. 2010.
- Charles Kenny, “The Big Mac Theory of Development,” *Bloomberg Businessweek*, May 29, 2012.
- Daniel Drezner, “Why Killing bin Laden is a Big F***ing Deal.” *Foreign Policy*. May 2, 2011.

Feb 6: Historical Roots of Development

- Diamond, Jared. 1997. “Why Did Human History Unfold Differently on Different Continents for the Last 13,000 Years?” University of California, Los Angeles.
- “Still With Us: Slavery is Alive and Well Around the World.” *Economist*. March 9, 2005.

Feb 8: The Role of the State

- Mancur Olson, “Democracy, Dictatorship and Development”, in *American Political Science Review*. Sep 1993. Vol. 87, 3; p. 567 (10 pages).
- Minxin Pei, “Everything You Think You Know About China Is Wrong,” *Foreign Policy*, August 29, 2012.

Feb 13: Theories of Development

- W.W. Rostow, *The Stages of Economic Growth*, ch. 1 and 2.
- Vincent Ferraro, “Dependency Theory: An Introduction”, in *The Development Economics Reader*, ed. Giorgio Secondi (London: Routledge, 2008), pp. 58-64/
- “China’s Achilles Heel: A Comparison with America Reveals a Deep Flaw in China’s Model of Growth.” *Economist*, April 21, 2012.

Feb 15: Geography and Development

- Paul Collier, *Bottom Billion*, Ch. 4.
- Hausman, “Prisoners of Geography” *Foreign Policy* (2001) pp. 45-53.

Feb 20: Democracy and Development

- Amartya Sen, *Development as Freedom*, Ch. 6.
- Bruce Bueno de Mesquita and George Downs (2005), “Development and Democracy,” *Foreign Affairs*.

Feb 22: Democracy and Development II

- Steven Levitsky and Lucian Way (2010), “Why Democracy Needs a Level Playing Field,” *Journal of Democracy*, 21, 1: 57-68.
- Freedom House (2012), “Freedom in the World 2012: The Arab Uprisings and Their Global Repercussions.”

Feb 27: Culture and Development

- David Landes, “Culture Makes Almost All the Difference,” in Harrison and Huntington, *Culture Matters* (2000), pp. 2-14.
- Sheldon Garon. 2012. “Why the Chinese Save,” *Foreign Policy*, 19 January.
- Samuel Huntington. 1993. “The Clash of Civilizations?” *Foreign Affairs*.

Mar 1: Religion and Development

- Economist. 2015. “The UN, Religion, and Development.” 19 Sept.
- Alfred Stepan and Graeme Robertson. 2003. “An ‘Arab’ More than a ‘Muslim’ Democracy Gap.” *Journal of Democracy* 14, 3: 30-44.
- Richard Florida. 2014. “The Link Between Religious Diversity and Economic Development.” *The Atlantic*, 19 December.

Mar 6: Ethnicity and Development

- “When Small is Beautiful: How Big Should a Nation-State Be?,” *Economist*, Dec 18, 2003.
- Jose Montalvo and Marta Reynal-Querol. 2005. “Ethnic Diversity and Economic Development.” *Journal of Development Economics* 76: 293-323.

Mar 8: Viewing Different Development Contexts

- No reading.

Mar 13: MIDTERM

Mar 15: No Class – Prof in Senegal.

Mar 19-26: SPRING BREAK

Mar 27: Corruption and Development

- Brian Fried et al. 2010. "Corruption and Inequality at the Crossroad: A Multimethod Study of Bribery and Discrimination in Latin America," *Latin American Research Review* 45, 1.
- "Corruption in Nigeria: the Only Thing that Works," *The Economist*, June 20, 2015.
- Ray Fisman and Edward Miguel. 2008. "Corruption, Norms, and Legal Enforcement: Evidence from Diplomatic Parking Tickets." (UN Corruption Report).

Mar 29: Conflict and Development

- Paul Collier, *The Bottom Billion*, Ch. 2.
- Robert Bates et al, 2002, "Organizing Violence," *Journal of Conflict Resolution* 46.

Apr 3: Gender and Development

- Amartya Sen, *Development as Freedom*, Ch. 8.
- Nicholas Kristof and Sheryl WuDunn. 2010. *Half the Sky*. Intro, Ch. 1, Ch. 10.
- Economist. 2008. "Happy families." *Economist* (February 9, 2008), 39-40.

Apr 5: Health and Development

- Hazem Adam Ghobarah, Paul Huth, Bruce Russett. 2004. "Comparative Public Health: The Political Economy of Human Misery and Well-Being." *International Studies Quarterly*. 48: 1.
- "Is the End in Sight? Beating the AIDS Epidemic." *Economist*, 26 July 2014.
- "Ebola Threatens to Hobble Three African Countries." *Bloomberg Businessweek*, 21 Aug 2014.

Apr 10: Natural Resources and Development

- Paul Collier, *The Bottom Billion*, Ch. 3.
- Michael Ross. 2012. *The Oil Curse*, Chapter 2.

Apr 12: The Environment and Development

- Amartya Sen. *Development as Freedom*, Ch. 9, "Population, Food, and Freedom."
- Marshall Burke, Edward Miguel, Shanker Satyanath, John Dykema and David Lobell (2009), "Warming increases the risk of civil war in Africa," *Proceedings of the National Academy of Sciences*.
- Thomas Friedman. "The Inflection is Near?" *New York Times*, March 7, 2009.

Apr 17: Policy Choices, Trade, and Development

- Paul Collier, *The Bottom Billion*. Ch. 5, "Bad Governance in a Small Country."
- Samantha Power, "How to Kill a Country," *The Atlantic Monthly*, Dec 2003.

Apr 19: Foreign Aid

- Paul Collier, *The Bottom Billion*. Ch. 7, "Aid to the Rescue?"
- Dambisa Moyo, 2009, *Dead Aid*. Forward and Ch. 1.
- Jeffrey Sachs. 2005. "The Development Challenge." *Foreign Affairs*.

Apr 24: Non-Governmental Organizations (NGOs) and Informal Solutions to Poverty

- Jessica T. Mathews, 1997. “Power Shift,” *Foreign Affairs* 76, 50.
- “Sins of the Secular Missionaries.” *Economist*, Jan 27, 2000.
- Muhammad Yunus. 1998. “Poverty Alleviation: Is Economics Any Help? Lessons from the Grameen Bank Experience.” *Journal of International Affairs* (Fall) 52:1.

**** Paper Part I due**

Apr 26: International Institutions and the International Order

- Ian Bremmer and Nouriel Roubini. 2011. “A G-Zero World: The New Economic Club will Produce Conflict, Not Cooperation.” *Foreign Affairs*, March/April.
- Deborah Brautigam. 2010. “Africa’s Eastern Promise: What the West Can Learn from Chinese Investment in Africa.” *Foreign Affairs*, Jan 5.

May 1: Challenges of Getting Rich

- Varshney, ‘India’s Democratic Challenge,’ *Foreign Affairs*.
- Rafael Marques de Morais, “In Angola, Growing Wealth, Shrinking Democracy,” *New York Times*, Aug 29, 2012.
- Economist. 2016. “The Great Crawl.” June 18.

May 3: Globalization, Intervention, and Development

- Paul Collier, *The Bottom Billion*. Ch. 6, “On Missing the Boat.”
- Paul Collier, *The Bottom Billion*. Ch. 10, “Trade Policies to Reverse Marginalization.”
- Economist. 2016. “Anti-Globalists: Why They’re Wrong.” Oct 1.

May 8: Conclusion: What Can Be Done?

- Paul Collier, *The Bottom Billion*. Ch. 11, “An Agenda for Action.”
- Amartya Sen, *Development as Freedom*. Ch. 12, “Individual Freedom”

MAY 10: EXAM

**** PAPERS ARE DUE DURING EXAM PERIOD (DETAILS TBA)**

Grading Scale

93 – 100	A
90 – 93	A-
87 – 90	B+
83 – 87	B
80 – 83	B-
77 – 80	C+
73 – 77	C
70 – 73	C-
67 – 70	D+
63 – 67	D
60 – 63	D-
< 60	F

Calculation of Participation Grades

Participation grades will be assigned twice, once at the midpoint of the semester and once again at the end of the semester (each time worth 10 percentage points of the total grade). The 20 percentage points for participation will be distributed as follows:

- 4 points for lecture attendance
- 10 points for section attendance
- 6 points for section contributions, attentiveness, and engagement

Example Participation Grades

A student comes to every lecture, every section, listens, shares her/his views, responds to questions, and demonstrates familiarity with the readings. $4 + 10 + 5/6 = 19$ or 20 A

A student comes to every lecture and section but never engages, responds to questions, shows attentiveness to others, or demonstrates familiarity with the readings. $4 + 10 + 0/1 = 14$ or 15 C

A student comes to every lecture but doesn't go to sections. $4 + 0 + 0/1 = 4$ or 5 F

A student comes to most lectures and she/he has two unexcused absences from sections. He/she contributes occasionally but doesn't show familiarity with readings or offer thoughtful insights. $3 + 8 + 2/3/4 =$ between 13 and 15 C

A student comes to every lecture, every section, and occasionally responds to questions, shows attentiveness, and once in a while comments on a reading. $4 + 10 + 3/4 = 17$ or 18 B