

**POLS 5346 Seminar in Political Economy of Development
Spring 2016**

Instructor: Dr. Taeko Hiroi
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Office Hours: T 3-4, R 2-3, and by appointment
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Class Time/Location: Thursdays, 6-8:50 pm/Benedict 205

“Over the past three decades the income gap between the world’s richest fifth and its poorest fifth has more than doubled, to 74 to 1. And with that gap come migration, environmental pressure, conflict, instability, and other problems rooted in poverty and inequality.”

--UNDP Human Development Report, 1999

“1.29 billion people [are] still extremely poor as global poverty falls.”

--World Bank, 2012

“The real challenge of development is that there is a group of countries at the bottom that are falling behind, and often falling apart.”

--Paul Collier, 2007

“Hunger is actually the worst of all weapons of mass destruction.”

-- Luiz Inácio Lula da Silva, 2004

Course Description

This graduate seminar explores theoretical and empirical issues in the political economy of development. The twentieth century saw widening gaps in the distribution of wealth and the standards of living both among countries and within these societies. At the turn of the century, the rich were still getting richer and the world’s most poor stayed poor. Why are certain countries more successful in promoting development than others? Why does poverty exist and persist? How can we close income gaps between and among nations and inequalities among citizens? Moreover, what is ‘development’ in the first place and how does it differ from growth?

In this course, we examine the situations of development and underdevelopment in the world, the causes and consequences of poverty and inequality, the interaction between political institutions and development, and current debates on development. We will not focus on a single country or region, but rather analyze the experiences of various countries from a comparative perspective.

Course Objectives

Upon the successful completion of the course, you will be able to:

- 1) define and evaluate key concepts and theories in the political economy of development;

- 2) identify and discuss principal challenges of development;
- 3) analyze the causes and consequences of (under)development, inequality, and poverty;
- 4) evaluate various policy proposals for development; and
- 5) have an early start on your Master's thesis or research paper on development (if you so choose).

Required Books

- Mitchell A. Seligson and John T. Passé-Smith, eds. 2014. *Development and Underdevelopment: The Political Economy of Global Inequality*. Fifth edition. Boulder, Colorado: Lynne Rienner Publishers, Inc.
- Paul Collier. 2008. *The Bottom Billion: Why Poor Countries are Failing and What Can Be Done About It*. Oxford University Press.
- Carles Boix. 2003. *Democracy and Redistribution*. Cambridge University Press.

Course Requirements

- 1) **Reading Assignment and Class Participation:** Since this is a graduate seminar, the success of the class critically depends on every student's commitment to making class discussions intellectually stimulating and rewarding. Do not expect to be lectured. I may occasionally provide brief lectures on certain topics to facilitate class discussion and learning, but the large part of the quality of the seminar is determined by each student contributing to collective learning by coming to every class, having completed assigned readings and actively discussing them. You will be evaluated on both the quality and quantity of your participation. Note that you cannot possibly participate in discussions if you miss a class, and unjustified absence will significantly affect your participation grade. Specifically, you will lose 25 percent of the participation grade for each unjustified absence.

Engagement is an important part of your participation. To prepare for class and to facilitate everyone's involvement, each week **every student must prepare at least two discussion questions**. These questions should focus on concepts, theories, methodologies, data, and other key questions unanswered in the literature. Questions involving comparisons of various readings are welcome. **These questions should be posted in the designated space on the discussion board in the course's Blackboard page no later than 10 pm of Wednesday before class.** The quality and quantity of these questions and their punctual submission will be graded. Good questions will be rewarded with higher grades. You are also encouraged to respond to questions posted on the discussion board prior to the meeting. Good, thoughtful responses and comments will be rewarded with higher participation points. All students should review these questions prior to coming to class. Please keep in mind that you must post at least two questions for each week regardless of whether you will attend the seminar in that week. Each missed question will result in the loss of 2 percentage points of the participation grade.

- 2) **Critical Reviews:** You will write **two critical reviews** of the assigned weekly readings. You may choose for which two weeks you will write your reviews on the condition that **you turn in these reviews at the beginning of the class (6 pm) for which the readings are assigned.** Critical reviews should cover all the readings for the week, but should not merely summarize them. You should identify and discuss the main debates in the literature and critically analyze the week's readings. For example, what are the central questions and central controversies, and how does each reading approach them? What evidence do authors provide? What are their strengths and weaknesses, and how might you improve their theories and research? The reviews should be **3 to 4 pages** (no more than 4 pages), typed using *Times New Roman* 12 pt. font size, double-spaced, paged with the standard one inch margins in all four sides, and all references appropriately cited. I will stop reading reviews on the fourth page if they are longer than the maximum length.

As mentioned, all reviews are due to me *at the beginning of the class* for which the readings are assigned. In general, *no late review will be accepted, including those resulting from being late to class*, even with valid excuses. You have an entire semester to choose from to write your reviews. If you cannot submit one on time, you just need to write another one. Since unexpected emergencies do happen, I strongly encourage you to submit your reviews early in the semester. Please do not email me your reviews.

- 3) **Discussion Leader:** Each week will have at least one discussion leader. Assignments for discussion leaders will be made during the first class meeting. Your role as a discussion leader will be graded. Please think about how you intend to lead class discussions and **come see me during my office hours with a written proposal detailing your plan. If there is more than one student assigned to lead a week's discussion, you should coordinate your roles before meeting with me.** By being a discussion leader, you are not asked to lecture for the class. Rather, your role is, jointly with me, to facilitate and stimulate class discussions.
- 4) **Research Paper:** The research paper assignment includes submitting your research paper and presenting your research proposal and paper in class. Your research paper should address an important question in the political economy of development. You must obtain my approval for your research topic. If you change your topic, you must obtain another approval from me. Your paper should be empirical and conform to the expectations of social science research. That means it should begin with a question, then formulate a theory, derive a hypothesis or hypotheses, evaluate them with real world observations (called data), and draw conclusions from your study. Merely descriptive studies are not acceptable as graduate research papers. If you need a brief review of social science research, I recommend W. Phillips Shively, *The Craft of Political Research*.

This assignment is evaluated in two phases. The first phase involves working on and presenting a research proposal. A good research proposal will include a research question, significance of the project, theory and hypotheses, research design and methodology, and expected findings. **Post your research paper proposal on the course's discussion board by Tuesday, March 22 at 12 pm.** Present your proposal in class using Power Point on **March 24.** Each presentation should be approximately **10 minutes** (and no longer than 10

minutes). The rest of the class will *constructively* critique it and provide *useful* suggestions for its improvement.

Your research paper must be complete, no longer than 30 pages, including notes, tables, figures, and a bibliography, and include the following sections: introduction, literature review, theory and hypotheses, research design and methodology, research findings, and conclusions. **You will present your research paper during the last two weeks of the semester.** Each presentation should be approximately for **15 minutes** (and no longer than 15 minutes). Use Power Point. **A hard copy of your research paper is due to me on May 5 at the beginning of the class.**

Follow the standard paper requirement, i.e., it should be typed, using *Times New Roman* 12 pt. font size, double-spaced, paged with the standard 1 inch margins in all four sides, and all references should be appropriately cited both in the body of the text and bibliography.

Grades

Final grades are determined as follows:

Course Requirement	Weight
Reading & Participation	30%
Critical Reviews	First review, 10%; second, 15%
Discussion Leader	5%
Research Paper (including presentations)	40% total (proposal 5%; final project 35%)

Final Grade Scale	
90% ≤	A
80% ≤ & < 90%	B
70% ≤ & < 80%	C
60% ≤ & < 70%	D
<60%	F

Course Policy

- Cell phones must be off during class hours. They are allowed under emergency circumstances, but please notify me ahead of time.
- Please do not use your personal computer, cell phones, or tablet computers in class. Our classroom is small, and students have indicated that they find the use of personal computers by other students quite distracting, even for typing class notes.
- No chatting, e-mailing, internet browsing, text-messaging, reading, napping or any activity not related to class is allowed during class hours. Those activities disturb other students who want to learn. If you need to do these things, please leave class.
- Please do not be late to class so that you will not disturb other students or interrupt class discussions.

- At times it may be necessary to make adjustments to reading assignments and course schedule as the semester unfolds. If necessary, I will make such announcements in class and/or on Blackboard. If you miss a class when these announcements are made, you are responsible for obtaining such information.
- I may distribute handouts and make announcements on Blackboard as well as in class. Please check Blackboard on a regular basis.
- All assignments and papers need to be professional. This means that they must be typed with standard citation and writing styles (see APSA's style manual) and standard margins of one inch in all four sides, and numbered all pages consecutively (except for the title page) and stapled together. Where there is a page limit, you must follow it. Moreover, all assignments and papers must be proofread before submission. If you need assistance in writing, you may use the writing center. NEVER turn in your first draft: there is no excuse for turning in an unedited paper! Depending on the extent of editorial problems, your assignment's grade will be lowered by one-third of a letter grade to one full letter grade.

Academic Dishonesty Policy

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Office of Student Life for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information.

Disabilities: Reasonable accommodations will be made for students with limitations due to disabilities, including learning disabilities. Please see me personally within the first two weeks to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services (CASS) (formerly known as the Disabled Student Services Office) in 302 Union East within the first two weeks of classes. CASS can also be reached in the following ways:

Web: <http://sa.utep.edu/dsso/>
Phone: (915) 747-5148 voice or TTY

E-Mail: dss@utep.edu
Fax: (915) 747-8712

Course Materials

Course materials are intended for your personal use only. An unauthorized use, dissemination, distribution, publication or replication of course materials is strictly prohibited. Course materials refer to those made available to you through this course and/or by me and teaching assistants. They include, but not limited to, materials made available on Blackboard (such as power point slides, lecture outlines, and supplementary readings), study guides, and exams.

Course Schedule

The following is a *tentative* schedule that is subject to change. You will be notified of any changes made to this schedule.

	Topics and Readings
January 21	<p>Why Development? Reading</p> <ul style="list-style-type: none"> • Seligson, “The Dual Gaps,” in Seligson & Passé-Smith (SP), Ch. 1. • World Bank. 2012. “World Bank Sees Progress Against Extreme Poverty, But Flags Vulnerabilities,” available at http://www.worldbank.org/en/news/2012/02/29/world-bank-sees-progress-against-extreme-poverty-but-flags-vulnerabilities <p>Assignment of discussion leading weeks</p>
January 28	<p>More Problems Reading:</p> <ul style="list-style-type: none"> • Collier, <i>The Bottom Billion</i>, entire book.
February 4	<p>Defining and Measuring Development Reading:</p> <ul style="list-style-type: none"> • Passé-Smith, “Characteristics of the Income Gap Between Countries,” in SP, Ch. 2. • Firebaugh, “Empirics of World Income Inequality,” in SP, Ch. 4. • Passé-Smith, “Assessing Contending Measures of the Gap,” in SP, Ch. 5. • Amartya Sen. 1999. <i>Development as Freedom</i>. Read Introduction and Ch. 1 (required); Chs. 2-4 (recommended). Available on Blackboard. • UNDP, <i>Human Development Report 2015</i>, “Overview,” Available at http://hdr.undp.org/sites/default/files/2015_human_development_report_1.pdf
February 11	<p>Historical and Geographic Origins of the Gap Reading:</p> <ul style="list-style-type: none"> • Maddison, “The World Economy: A Millennial Perspective,” in SP, Ch. 7. • Diamond, “Why Did Human History Unfold Differently on Different Continents for the Last 13,000 Years?” in SP, Ch. 8. • Rodrik, et al. “Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development,” in SP, Ch. 9. • Acemoglu, et al. “The Colonial Origins of Comparative Development: An Empirical Investigation,” in SP, Ch. 10. • Henry and Miller, “Macroeconomic Narratives from Africa and the Diaspora,” in SP, Ch. 11. • Wade, “The Rising Inequality of World Income Distribution,” in SP, Ch. 3.
February 18	<p>Domestic Inequality: Income and Gender Reading:</p> <ul style="list-style-type: none"> • Kuznets, “Economic Growth and Income Inequality,” in SP, Ch. 12. • Muller and Seligson, “Inequality and Insurgency,” in SP, Ch. 13. • Ortiz and Cummins, “Global Inequality: Beyond the Bottom Billion,” in

	<p>SP, Ch. 14.</p> <ul style="list-style-type: none"> • Amartya Sen. 1990. “More Than 100 Million Women Are Missing.” <i>The New York Review of Books</i>, available at http://www.nybooks.com/articles/archives/1990/dec/20/more-than-100-million-women-are-missing/?pagination=false • Ross Douthat. 26 June 2011. “160 Million and Counting.” <i>The New York Times</i>, available at http://www.nytimes.com/2011/06/27/opinion/27douthat.html
February 25	<p>Inequality and Redistribution</p> <ul style="list-style-type: none"> • Berg and Ostry, “Equality and Efficiency: Is There a Trade-off Between the Two or Do They Go Hand in Hand?” in SP, Ch. 15. • Ravallion, “Do Poorer Countries Have Less Capacity for Redistribution?” in SP, Ch. 16. • Osry, Berg, and Tsangarides, “Redistribution, Inequality, and Growth,” IMF Staff Discussion Note, available at https://www.imf.org/external/pubs/ft/sdn/2014/sdn1402.pdf
March 3	<p>The Classic Thesis (Modernization and Convergence) vs. Dependency</p> <ul style="list-style-type: none"> • Rostow, “The Five Stages of Growth,” in SP, Ch. 17. • Baumol, “Productivity Growth, Convergence, and Welfare: What the Long-Run Data Show,” in SP, Ch. 18. • De Long, “Productivity Growth, Convergence, and Welfare: Comment,” in SP, Ch. 19. • Seymour Martin Lipset. 1959. “Some Social Requisites of Democracy: Economic Development and Political Legitimacy.” <i>American Political Science Review</i> 53(1) 69-105. (e-journal) • Frank, “The Development of Underdevelopment,” in SP, Ch. 23. • Cardoso, “New Paths: Globalization in a Historical Perspective,” in SP, Ch. 25.
	March 7-11: Spring Break
March 17	<p>Culture and Development</p> <p>Reading:</p> <ul style="list-style-type: none"> • McClelland, “The Achievement Motive in Economic Growth,” in SP, Ch. 20. • Harrison, “Underdevelopment Is a State of Mind,” in SP, Ch. 21. • Granato, et al., “The Effect of Cultural Values on Economic Development: Theory, Hypotheses, and Some Empirical Tests,” in SP, Ch. 20. • Ha-Joon Chang. 1997. “Lazy Japanese and Thieving Germans,” Ch. 9 in <i>Bad Samaritans</i>, available at https://analepsis.files.wordpress.com/2011/08/ha-joon-chang-bad-samaritans.pdf • Frederick Solt. 2008. “Economic Inequality and Democratic Political Engagement,” <i>American Journal of Political Science</i> 52(1): 48-60 (e-journal).
March 24	<p>Presentation of Research Proposals</p> <ul style="list-style-type: none"> • Each student will present his/her research proposal, and the rest of the class

	<p>will <i>constructively critique</i> it and provide <i>useful suggestions</i> for its improvement. Proposals must be presented in a clear, organized manner using Power Point. Each presentation should not be more than 10 minutes. See the section on <i>Research Paper</i> for more instructions.</p> <ul style="list-style-type: none"> • Post your research paper proposal on the course's discussion board by Tuesday, March 22 at 12 pm. • Reading: Student paper proposals (on Blackboard)
March 31	<p>BRASA Conference</p> <ul style="list-style-type: none"> • Class will not meet. • Use this week to make progress on your research paper.
April 7	<p>Institutions and Development Reading:</p> <ul style="list-style-type: none"> • Olson Jr., "Big Bills Left on the Sidewalk: Why Some Nations Are Rich, and Others Poor," in SP, Ch. 26. • Przeworski and Limongi, "Political Regimes and Economic Growth," in SP, Ch. 28. • Birdsall and Sabot, "Inequality as a Constraint on Growth in Latin America," in SP, Ch. 29. • Diamond, "What Makes Countries Rich or Poor?" in SP, Ch. 30. • Mancur Olson. 1993. "Dictatorship, Democracy, and Development." <i>The American Political Science Review</i> 87(3):567-576. (e-journal) • Douglass C. North and Barry R. Weingast. 1989. "Constitutions and Commitment: The Evolution of Institutional Governing Public Choice in Seventeenth-Century England." <i>The Journal of Economic History</i> 49(4): 803-832. (e-journal) • Stefan Haggard. 2004. "Institutions and Growth in East Asia." <i>Studies in Comparative International Development</i>, 38(4): 53-81. (e-journal)
April 14	<p>The Resource Curse and Foreign Aid Reading:</p> <ul style="list-style-type: none"> • Collier and Goderis, "Commodity Prices, Growth, and the Natural Resource Curse," in SP, Ch. 31. • Michael L. Ross. 1999. "The Political Economy of the Resource Curse." <i>World Politics</i> 51(2): 297-322. (e-journal) • Taeko Hiroi and Sawa Omori. 2015. "Policy Change and Coups: The Role of Income Inequality and Asset Specificity." <i>International Political Science Review</i> 36(4): 441-456. (e-journal) • Erling Røed Larsen. 2006. "Escaping the Resource Curse and the Dutch Disease? When and Why Norway Caught up with and Forged Ahead of Its Neighbors." <i>American Journal of Economics and Sociology</i>, Vol. 65, No. 3, <i>Natural Resources, Taxation, and Regulation: Unusual Perspectives on a Classic Topic</i>, pp. 605-640. (e-journal) • Simeon Djankov, Jose G. Montalvo and Marta Reynal-Querol. 2008. "The curse of aid." <i>Journal of Economic Growth</i> 13(3): 169-194. (e-journal)

April 21	Inequality and Democracy Reading: <ul style="list-style-type: none">• Boix, <i>Democracy and Redistribution</i>.
April 28	Research Paper Presentations Students will present their research paper using Power Point. The presentation should not exceed 15 minutes. See the section on <i>Research Paper</i> for more instructions.
May 5	Research Paper Presentations (cont'd) Research paper due at the beginning of the class