

**POLS 5346 Seminar in Political Economy of Development
Spring 2018**

Instructor: Dr. Taeko Hiroi
Office: Benedict Hall 312
Office Hours: M 4-5, W 1:30-2:30, and by appointment
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Class Time/Location: Mondays, 6:00-8:50 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 in 10 people in the world live under \$1.90 a day, and half of the extreme poor live in Sub-Saharan Africa.”

--World Bank, 2016

“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 their 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 political causes and consequences of poverty and inequality, the interaction between political institutions and development, and current debates on development. This course is organized around thematic topics and focuses on empirical theories and analyses. We will discuss various examples from around the world. Students will specialize in a specific area of inquiry by writing a research paper.

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.

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 discussions and to facilitate everyone's involvement, for each week **every student must prepare at least two discussion questions**. These questions should focus on concepts, theories, methodologies, data, and other key questions 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 Sunday before each class meeting.** 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 posted questions and comments prior to coming to class.** Please keep in mind that you must post at least two questions for each week

regardless of whether you attend the seminar in that week. Each missed question will result in the loss of 2 percentage points of the participation grade.

For participation in the week of research paper proposals, please see the section on research paper below.

- 2) **Critical Reviews:** You will write **three critical reviews** of the assigned weekly readings. Critical reviews are due at 6:00 pm in the next class. For example, if you choose to write a critical review of the readings assigned for week 2, your review is due in the class in week 3 at 6:00 pm. Please submit a hard copy.

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? Emphasize theories, research designs, and methods. Focus on the content.¹ 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 consecutively, and with the standard one-inch margin on all four sides. All references must be appropriately cited. I will stop reading reviews on the fourth page if they are longer than the maximum length.

In general, *no late review will be accepted, including those resulting from being late to class.* 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. **Your first review is due no later than February 26.** Please do not email me your reviews.

- 3) **Discussion Leader:** We will have at least one discussion leader each week. 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. Your role is, jointly with me, to facilitate and stimulate class discussions.
- 4) **Research Paper:** Your research paper should address an important question in the political economy of development. Please be sure to obtain my approval for your research topic. Your paper should be empirical and conform to the expectations of social science research. That means that it begins with a research question, followed by a theory and a hypothesis or hypotheses, and evaluating them with real world observations (called data). 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*.

¹ Critiques in critical reviews should not focus on writing or presentation styles of the authors but rather emphasize the content of their studies.

This assignment is evaluated in two phases. The first phase involves writing a **research proposal**. A good research proposal includes a research question, significance of the project, literature review, theory and hypotheses, research design and methodology, and expected findings. As stated above, you need to obtain my approval for your research topic. Approval of your topic will require, at minimum, that you articulate your research question and a hypothesis (or hypotheses) and that you be able to discuss the sources of the data/information that you intend to use.

Your research paper proposal is due on Monday, March 19 at 6 pm. Post an electronic copy in the designated space on the Blackboard's discussion board, and submit a hard copy to me. **You need to read all other students' proposals and give them *substantive feedback* on the discussion board by Friday, March 23 at 6 pm.**² This constitutes reading assignments and seminar participation for the week.

The final two weeks of the semester will be devoted to **research paper presentations**. Each presentation should be approximately for **15 minutes** (and no longer than 15 minutes) and use Power Point. **A hard copy of your research paper is due to me on April 30 at 6 pm.** Your research paper must be complete and will be between 15 and 25 pages, including notes, tables, figures, and a bibliography. It should consist of the following sections: introduction, literature review, theory and hypotheses, research design and methodology, analysis and findings, and conclusions.

Your paper should follow the standard paper requirement, i.e., it should be typed, using *Times New Roman* 12 pt. font size, double-spaced, and paged with the standard one-inch margin on all four sides. All references should be appropriately cited both in the body of the text and bibliography. Please refer to APSA's style manual for stylistic guidance. The style manual is available at <http://www.apsanet.org/Portals/54/APSA%20Files/publications/APSAStyleManual2006.pdf>.

Grades

Final grades are determined as follows:

| Course Requirement | Weight |
|-------------------------|---|
| Reading & Participation | 30% |
| Critical Reviews | 30% (highest grade 15%; second highest 10%; third 5%) |
| Discussion Leader | 5% |
| Research Paper | 35% (proposal 5%; paper presentation 5%; paper 25%) |

² Simple comments and questions, such as "great proposal," "interesting," "why did you choose this topic?" and the like, are not substantive feedback. Substantive feedback includes comments, questions, and suggestions aimed to help improve theory, research design, methodology, and other aspects of the substantive content of the paper. Feedback should be constructive.

| 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 meetings. 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 during class meetings. 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.
- 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.
- Please check Blackboard on a regular basis.
- All assignments and papers need to be professional. They must be typed with standard citation and writing styles (see APSA's style manual) and standard margins of one inch on all four sides. All pages must be numbered consecutively (except for the title page) and stapled together. Where there is a page limit, you must follow it. All assignments and papers must be proofread before submission. If you need assistance in writing, I encourage you to go to 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. 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 Conduct and Conflict Resolution 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.

Accommodations

If you have a disability and need accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

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 |
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| January 22 | <p>Why Development? Reading</p> <ul style="list-style-type: none"> • Seligson, “The Dual Gaps,” in Seligson & Passé-Smith (SP), Ch. 1. • UNDP <i>Human Development Report 2016</i> “Overview,” available at http://hdr.undp.org/sites/default/files/HDR2016_EN_Overview_Web.pdf <p>Assignment of discussion leading weeks</p> |
| January 29 | <p>More Problems Reading:</p> <ul style="list-style-type: none"> • Collier, <i>The Bottom Billion</i>, entire book. |
| February 5 | <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 indices: Human Development Index (HDI), Inequality-adjusted Human Development Index (IHDI), Gender Development Index (GDI), Gender Inequality Index (GII), and Multidimensional Poverty Index (MPI). Go to http://hdr.undp.org/en/content/human-development-index-hdi. Click links to the relevant tables on the left pane. Read the full explanation of each index and examine the data. |
| February 12 | <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 19 | <p>Domestic Inequality: Income and Gender Reading:</p> <ul style="list-style-type: none"> • Kuznets, “Economic Growth and Income Inequality,” in SP, Ch. 12. |

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| | <ul style="list-style-type: none"> • Muller and Seligson, “Inequality and Insurgency,” in SP, Ch. 13. • Ortiz and Cummins, “Global Inequality: Beyond the Bottom Billion,” in SP, Ch. 14. • 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. • 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 • Debraj Ray. 19 Oct 2015. “Where are all the women?” World Economic Forum, available at https://www.weforum.org/agenda/2015/10/where-are-all-the-women/ |
| February 26 | <p>Redistribution and Fiscal Federalism</p> <ul style="list-style-type: none"> • Ravallion, “Do Poorer Countries Have Less Capacity for Redistribution?” in SP, Ch. 16. • Ostry, Berg, and Tsangarides, “Redistribution, Inequality, and Growth,” IMF Staff Discussion Note, available at https://www.imf.org/external/pubs/ft/sdn/2014/sdn1402.pdf • Wallace E. Oates. 1999. “An Essay on Fiscal Federalism.” <i>Journal of Economic Literature</i> 37(3): 1120-1149. • Jonathan Rodden. 2002. “The Dilemma of Fiscal Federalism: Grants and Fiscal Performance around the World.” <i>American Journal of Political Science</i> 46(3): 670-687. |
| March 5 | <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. • Frank, “The Development of Underdevelopment,” in SP, Ch. 23. • Cardoso, “New Paths: Globalization in a Historical Perspective,” in SP, Ch. 25. • Seymour Martin Lipset. 1959. “Some Social Requisites of Democracy: Economic Development and Political Legitimacy.” <i>American Political Science Review</i> 53(1) 69-105. |
| | March 12-16: Spring Break |
| March 19 | <p>Research Paper Proposal</p> <ul style="list-style-type: none"> • Post an electronic copy in the designated space on the Blackboard’s discussion board, and submit a hard copy to me (due Monday, March 19 at 6 pm) • You need to read all other students’ proposals and give them substantive feedback on the discussion board (due Friday, March 23 at 6 pm) |

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| | <ul style="list-style-type: none"> • Reading: Student paper proposals (on Blackboard) |
| March 26 | <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. |
| April 2 | <p>Institutions and Development</p> <p>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. • 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. • Stefan Haggard. 2004. “Institutions and Growth in East Asia.” <i>Studies in Comparative International Development</i>, 38(4): 53-81. |
| April 9 | <p>The Resource Curse and Foreign Aid</p> <p>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. • 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. • 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> 65(3), <i>Natural Resources, Taxation, and Regulation: Unusual Perspectives on a Classic Topic</i>, pp. 605-640. |

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| | <ul style="list-style-type: none"> • Simeon Djankov, Jose G. Montalvo and Marta Reynal-Querol. 2008. “The curse of aid.” <i>Journal of Economic Growth</i> 13(3): 169-194. |
| April 16 | <p>Health and Democracy</p> <p>Reading:</p> <ul style="list-style-type: none"> • James W. McGuire. 2010. <i>Wealth, Health, and Democracy in East Asia and Latin America</i>. Cambridge University Press. Chs. 1-2 (Blackboard) • Alvaro Franco, Carlos Alvarez-Dardet, and Maria Teresa Ruiz. 2004. “Effect of Democracy on Health: Ecological Study.” <i>BMJ</i> 329: 1421-1423. Available at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC535957/ • Barry C. Burden, Jason M. Fletcher, Pamela Herd, Donald P. Moynihan, and Bradley M. Jones. 2017. “How Different Forms of Health Matter to Political Participation.” <i>Journal of Politics</i> 79(1): 166-78. Available at http://0-web.a.ebscohost.com.lib.utep.edu/ehost/pdfviewer/pdfviewer?vid=4&sid=02e1da4f-caea-4ed1-b709-4d2807b65665%40sessionmgr4007 |
| April 23 | <p>Research Paper Presentations</p> <p>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.</p> |
| April 30 | <p>Research Paper Presentations (cont'd)</p> <p>Research paper due at the beginning of the class (6 pm)</p> |