

# POLISC 3220 Politics of Developing World

## Spring 2016

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Time: We and Fr 9:35AM-10:55AM

Location: MP2015

Office Hours:TBA

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### Course Description

At the year of independence, South Korea and DR Congo both had a GDP per capita around \$700. However, by 2009, South Korea has a GDP per capita 67 times more than that of DR Congo. While South Korea made it to the OECD list, DR Congo stays as one of the most underdeveloped countries. What explains South Korea's development and DR Congo's underdevelopment? More broadly, why are some countries underdeveloped while some other countries developed? This is the central question this course will guide you to explore.

This course is organized to understand poverty, underdevelopment, and inequality in the developing world. During the semester, we will survey key themes, issues and forces shaping the processes of economic development in Africa, Asia, the Middle East, and Latin America. Scholarship on political economy has provided abundant (sometimes conflicting) accounts to explain underdevelopment and inequality in the developing world. Instead of feeding students "the answer", the course aims to introduce students to various scholarly responses to the above question.

To that end, we will explore a broad range of topics. Section 1 lays out the groundwork for future discussion. We will define the criteria to distinguish developing countries from the developed ones and different approaches to measuring development. To compare countries in a meaningful way, we will also go over the scientific methods used in comparative politics. We then move on to the different theoretical approaches to underdevelopment, inequality, and poverty. In Section 2, we focus on the international root of global poverty. Topics include colonization, globalization, and foreign aid. In Section 3, we turn to the domestic sources of global poverty, exploring the effects of political and economic institutions. We will also discuss the impact of ethnicity, of civil war, and of gender.

## Course Goal

The course aims to achieve the following goals. First, introduce students to important theoretical approaches to the study of the developing world. By the end of this course, students should have a more systematic understanding of the general problems and patterns found in the political experiences of countries in the developing world. Students should also be able to think about causal relationships where explanatory variables are linked to outcome variables. Second, students are expected to develop their critical thinking on the issues of underdevelopment, inequality, and poverty. There are usually multiple (sometimes conflicting) theories to explain the same outcome. By the end of the semester, students are expected to develop their opinions on the provided explanations. Students should be able to provide scientific evidence to support their arguments. Third, students should be familiar with the on-line resource for the study of the developing world. Students are expected to know where to look for data when needed.

Personally, I think one of the most important goals of higher education is to train students not only to think more critically but also more scientifically and systematically. Scientific thinking means the ability to induce or to deduce arguments through provided empirical evidence. This is a skill for life. This course serves as the gateway to help you achieve this goal.

## Course Requirements

- Readings, on average 40-60 pages per week
- 5%: Un-announced pop quiz
- 10%: 4 On-line homework, worth 2, 3, 3, 2 points;
- 15%: 4 mini-papers, worth 2, 3, 5, 5 points;
- 20%: On-line Quiz 1
- 23%: Cumulative on-line Quiz 2
- 27%: Cumulative on-line Quiz 3

**Attendance** I do not like to take mandatory attendance because I think it is your responsibility to attend and to participate in classes. If you choose not to come, it is also your responsibility to take the possible consequences. However, full attendance is of course encouraged, so I will give extra credits to reward attendance. Sheet will be handed out in each class (but again, you will not be punished if you will not be in class) to document attendance. **For those people who have no missing classes, they will earn 2% extra points; for those people who miss 1 class, they will earn 1% extra point.** Legit excuses for absence (such as school team game days or doctors medical records) will not be counted as missing classes.

**In-Class Policy** Even though laptops and mobile devices are not strictly prohibited in class, I expect those devices are used for academic purposes only.

**On-line Homework** You have to complete 4 on-line homework. They are worth 2, 3, 3, 2 points. All the homework is under the “Quiz” tab on Carmen. The due dates and instructions are provided in the syllabus (see below in the course plan). On-line homework is designed in a way that will help students be familiar with available dataset related to development. More instructions will be provided as we go along. Homework is due via `carmen.osu.edu`.

**Mini-Papers** You have to write 4 mini-papers. They are worth 2, 3, 5, 5 points, respectively. They are due via `carmen.osu.edu`. Please see Appendix A for more explanations on mini-papers.

## Extensions, Make-up Exams, Extra Credit

- Extensions will not be granted. You will be informed of all assignments well in advance, so good planning and time management skills will benefit you.
- Make-up examinations are not permitted. I do not allow make-up quizzes for any reason other than death in the family or a serious medical condition requiring a doctors note. Therefore, plan for contingencies and do not wait until the last minute.
- If you miss an assignment or hand it in late, you will receive zero points for it. **There will be no opportunities for extra credit.**
- One more note on the un-announced pop quizzes: it may take place any time during the class (which means it can be at the beginning of the class). If you are not present when pop quizzes take place, **you are not allowed to take it later.** If you have legitimate reasons why you will/were not in class at that time (such as athletes), please provide evidence beforehand. The only scenario under which I accept evidence afterwards is medical records from doctors.

## Grading

I use the full range of grades, which includes E and D. I follow the official grading rules. Letter grades have the following meaning:

- A, A-: The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner.
- B+, B, B-: The instructor judged the student to have satisfied the stated objectives of the course in an aboveaverage manner.
- C+, C, C-: The instructor judged the student to have satisfied the stated objectives of the course in an average manner.
- D+, D: The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner.
- E: The instructor judged the student not to have satisfied the stated objectives of the course.

The translation between letter scale and point scale is provided as follows:

- 93 - 100 (A); 90 - 92.9 (A-);
- 87 - 89.9 (B+); 83 - 86.9 (B); 80 - 82.9 (B-);
- 77 - 79.9 (C+); 73 - 76.9 (C); 70 - 72.9 (C-);
- 67 - 69.9 (D+); 60 - 66.9 (D);
- Below 60 (E)

## About On-line Quiz

The quizzes are to be taken during the allotted period without the aid of other students. **Do not attempt to copy the test or to distribute it to anyone.** I will compare IP addresses, grades, and timing for each question. The order of the questions, as well as answer responses, will be randomized. Thus, each student will see a different ordering when taking the quizzes on-line. More details about the quizzes will be distributed as we go along. The goal of the quizzes is to gauge students' comprehension of the course material.

## Academic Misconduct

No dishonest practices will be tolerated, and any suspected cases of dishonesty will be reported to the university committee. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp))

## Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

## Course Readings

One book is required and should be purchased. Additional course readings will be available for download from Carmen. Some readings are to be announced (TBA) later. There may be changes in

the readings as we go along. I will communicate with you prior to any changes. You should regularly check Carmen. It is critical that you do the readings. They serve as background information for lectures, and will be the starting point of our in-class discussions. The readings are required, and you cannot succeed in the course without having done them. The assigned readings as well as material from the lectures are the base for the exams. The required textbook to be purchased is:

Baker, Andy. 2013. *Shaping the Developing World: The West, The South, and the Natural World*

<http://www.cqpress.com/product/Shaping-the-Developing-World-The-West.html>

The textbook comes with a companion website complete with overviews, flash cards, and practice quizzes that you may wish to take advantage of:

<http://college.cqpress.com/sites/baker/Home.aspx>

## Course Plan

\*\*\*Note: this is all subject to change\*\*\*

### 1 SECTION:INTRODUCTION

We start the course by answering some basic questions and issues in the developing world. First, what countries are developing countries? What are the characteristics of the developing world? Second, how do we compare developing countries? What are the indicators for comparison? Third, is economic development a universal goal? What are the costs and benefits associated with economic development?

#### 1.1 Syllabus and Course Explanation (Jan 13)

Readings:

- Course syllabus
- Video: World Bank Global Links. 2001. *Hear Our Voices - The Poor on Poverty*, available at <http://go.worldbank.org/DUCTEM8V50> or <http://youtu.be/6KJSPEachXw>.

#### 1.2 What is Developing World? (Jan 15)

Readings:

- Textbook chapter 1

**On-line Homework 1 (2 points) - World Development Indicator (Due Jan 20 9AM):** Use World Bank Data (World Development Indicator Dataset) to answer the questions. (<http://databank.worldbank.org/data/reports.aspx?source=world-development-indicators>)

#### 1.3 Measuring Development (Jan 20 22)

Topic 1: Measures of Development, Inequality and Poverty

Topic 2: Alternative Measures of Development

Topic 3: How to Compare? Scientific Methods in Comparative Politics

Readings:

- Textbook chapter 2
- Boarini, B. R., Johansson, ., & Mira, M. (2006). "Alternative Measures of Well-being". *Statistics Brief*, 11, 1-9, available on Carmen
- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research* New Jersey: Press, Princeton University. Pp.3-12 , available on Carmen

**On-line Homework 2 (3 points) - The Many Ways to Measure Inequality (Due Jan 27 9AM):** Use World Bank Data (World Development Indicator Dataset) to answer the questions. (<http://databank.worldbank.org/data/reports.aspx?source=world-development-indicators>)

## 1.4 Economic Development: Good or Bad? (Jan 27 29)

Topic 1: The Millennium Development Goal

Topic 2: What Are the Costs of Economic Development? Is Economic Development a Universal Goal?

Readings:

- John W. McArthur *Own the Goal: What the Millennium Development Goals Have Accomplished*, available on Carmen or through <http://www.brookings.edu/research/articles/2013/02/21-millennium-dev-goals-mcarthur>
- Textbook Chapter 3

**Mini-paper 1 (2 point, Due Feb 5 9AM):** The case study in Chapter 3 is on China (pp.71-75). Please read the case and write a response paper to the following question: *“Do you think the Chinese were better off today than they were in the 1980s? Why or why not? And, what criteria should be used in evaluating whether the Chinese are better off or not?”*

## 2 INTERNATIONAL FORCES

After we build the foundation, we proceed to discuss the possible causes of underdevelopment (including inequality and poverty) in the world. We start off by exploring the international roots of underdevelopment. In this section, we specifically focus on the role of colonialism, globalization and foreign aid. Did colonization leave long-term damage that hinder later development in Africa? Did global trade help or impede economic development in Brazil? What role do the World Bank and the International Monetary Fund play in the developing world?

### 2.1 Colonization and Decolonization (Feb 3 5)

Topic 1: The Impact of Colonization on Africa (Scramble for Africa)

Topic 2: The Mechanism from Colonization to Economic Development

Readings:

- Textbook Chapter 4 pp. 86-101
- Acemoglu, D., Johnson, S., & Robinson, J. a. (2009). “The Colonial Origins of Comparative Development : An Empirical Investigation.” *The American Economic Review*, 91(5), 13691401. available on Carmen

**Exam Review (Feb 10)****On-line Quiz 1 (Feb 12)****2.2 Globalization (1): Can Globalization Benefit Us All? (Feb 19 24)**

Topic 1: Life and Debt (Movie Screening Feb 19)

Topic 2: Is Globalization Good for Developing Countries?

Readings:

- Text Chapter 5
- Rodrik. Dani *Has Globalization Gone Too Far?*, available on Carmen
- Excerpt from Thomas L. Friedman. 1999. The Lexus and the Olive Tree: Understanding Globalization. New York: MacMilan. In Mark Kesselman, ed. The Politics of Globalization: A Reader. Boston: Houghton Mifflin, pp. 59-69, available on Carmen
- Excerpt from Branko Milanovic. The Two Faces of Globalization: Against Globalization as We Know It. In Mark Kesselman, ed. The Politics of Globalization: A Reader. Boston: Houghton Mifflin, pp. 96-109, available on Carmen

**2.3 Globalization (2): Can States Play a Role? (Feb 26)**

Topic: Are Developing Countries Capable of Handling Globalization? What Are the Means?

Readings:

- Rudra, N. (2002). Globalization and the decline of the welfare state in less-developed countries. *International Organization*, 56(2), 411-420. [before the evidence section; read the remaining of the article if you are interested]
- Rudra, N. (2015). Social Protection in the Developing World: Challenges, Continuity, and Change. *Politics & Society*, 43(4), 463-470.
- Nicholas Kristof and Sheryl WuDunn. 2000. Two Cheers for Sweatshops, *New York Times Magazine* 24 September, available on Carmen

**Mini-paper 2 (3 points, Due Feb 26 9AM):** This is a response paper to the movie “Life and Debt”. Please provide your response to the following question, “ *After watching the film, what are the implications of the Kingston Free Zone for trans-national corporations? for Jamaican workers and the local economy? Overall, do you think globalization benefit or hurt Jamaica?* ”

**2.4 Globalization (3): International Organization and Foreign Aid (Mar 2 4)**

Topic 1: Major International Organizations (e.g., the WB and the IMF) and Foreign Aid

Topic 2: Is Foreign Aid a Cure or a Curse for Developing Countries?

Topic 3: Global Democratic Promotion.

Readings:

- Text Chapter 6
- Kapstein & Converse. The Fate of Young Democracies. 2008. Ch4. Is Democracy Promotion Effective? pp. 119-139

**On-line Homework 3 (3 points) - OECD International Development Statistics (Due Mar 9 9AM):** Use International Development Statistics to produce a chart of all ODA from the US to the world over the years. (<http://www.oecd.org/development/stats/idsonline.htm>)

### 3 DOMESTIC FACTORS

In this section, we address factors rooted inside the developing countries that might contribute to the underdevelopment and prevalent poverty we observe today. The factors that will be explored are ethnicity and identity, development model, economic and political institutions, civil war and the effect of gender inequality. Here are some examples of the questions we try to answer: Do Asian values exist? Is economic development in East Asian countries the consequence of Asian values? Or, is it a result of political institutions? Does female labor participation increase national economic development? What is the impact of civil war on development?

#### 3.1 Political Institutions (1): Basic Concepts (Mar 9)

Topic: Political Regimes and Regime Change in The Developing World

Readings:

- Text Chapter 10

#### 3.2 Political Institutions (2): Development and Democracy? (Mar 11)

Topic: Can Economic Development Lead to Democracy? Other Causes of Democratization?

Reading:

- Przeworski, A., & Limongi, F. (1997). Modernization: Theory and Fact. *World Politics*, 49(02), 155-183. [skim the empirical test]
- Boix, C., & Stokes, S. C. (2003). Endogeneous Democratization. *World Politics*, 55(4), 517-549. [skim from the Fact Section]

**Mini-Paper 3 (5 points, Due Mar 23 9AM):** Please write a mini-paper answering the following question: *“Scholarship has argued for various relationships between development and democracy. In your opinion, what is the relationship between development and democracy? Why?”*

## Quiz Review (Mar 23)

## On-line Quiz 2 (Mar 25)

### 3.3 Political Institutions (3): New Modes of Democratization? (Mar 30)

Topic: Is Election a New Cause of Democratization?

Reading:

- Lindberg, S. I. (2009). Democratization By Election: A New Mode of Transition. Johns Hopkins University Press, Ch. 1 (“The Power of Elections in Africa Revisited”)

### 3.4 Developmental State Model (1): Basic Concepts (April 1)

Topic: Is Developmental State Model an Anomaly or Model for Growth in Developing Countries?

Readings:

- Text Chapter 8

### 3.5 Developmental State Model (2): Asian Financial Crisis (Apr 6)

Topic: What is the cause of the Asian Financial Crisis?

Reading:

- Wade, R. (2000). “Wheels Within Wheels: Rethinking the Asian Crisis and the Asian Model.” *Annual Review of Political Science*, 3, available on Carmen

**Mini-Paper 4 (5 points, Due Apr 8):** Please provide your argument with evidence to the following question, “*Regarding the root of the Asian Financial Crisis, there are two competing arguments: the domestic root (“The Failure of the Asian Governance”) or the international root (“The Failure of Financial Globalization”). Which explanation do you agree with more? Why?*”

### 3.6 Labor Market Informality (1): Risky Business (Apr 8)

Topic: Documentary- The Slum Episode 2: Risky Business (April 8th)

Readings:

- Text Chapter 9

**Note: No in-class meeting on April 8th due to the instructor’s scheduled conference, please watch the documentary film before we meet again on April 13th.**

Documentary film “Risky Business”: <https://www.youtube.com/watch?v=FEX3TIM3tcU>. This film documents people living in a slum in the Philippines, featuring how households are faced with daily life struggle and what economic vulnerability looks like in real life.

### **3.7 Labor Market Informality (2): Cause, Consequence and Cure (Apr 13)**

Topic: What Can Governments Do to Get People out of Economic Vulnerability?

Reading:

- Brooks, S. M. (2015). Social Protection for the Poorest: The Adoption of Antipoverty Cash Transfer Programs in the Global South . *Politics & Society* , 43 (4 ), 551-582 [If the empirical test is too difficult for you, you can skim those parts]

**On-line Homework 4 (2 points, Due Apr 20):** Use ILO Key Indicator to answer the questions (<http://www.ilo.org/global/statistics-and-databases/research-and-databases/kilm/lang--en/index.htm>). You can either download the interactive software or directly download the excel data sheets.

### **3.8 Ethnicity, Identity and Development (Apr 15)**

We will have Alexandra Castillo as the guest speaker for today’s lecture

Readings:

- Text Chapter 7

### **3.9 The Gender Dimension of Development (Apr 20)**

Readings:

- Text Chapter 12

### **Quiz Review (Apr 22)**

**Quiz 3 (Apr 27 10:00AM-11:45AM - the official final exam time)**