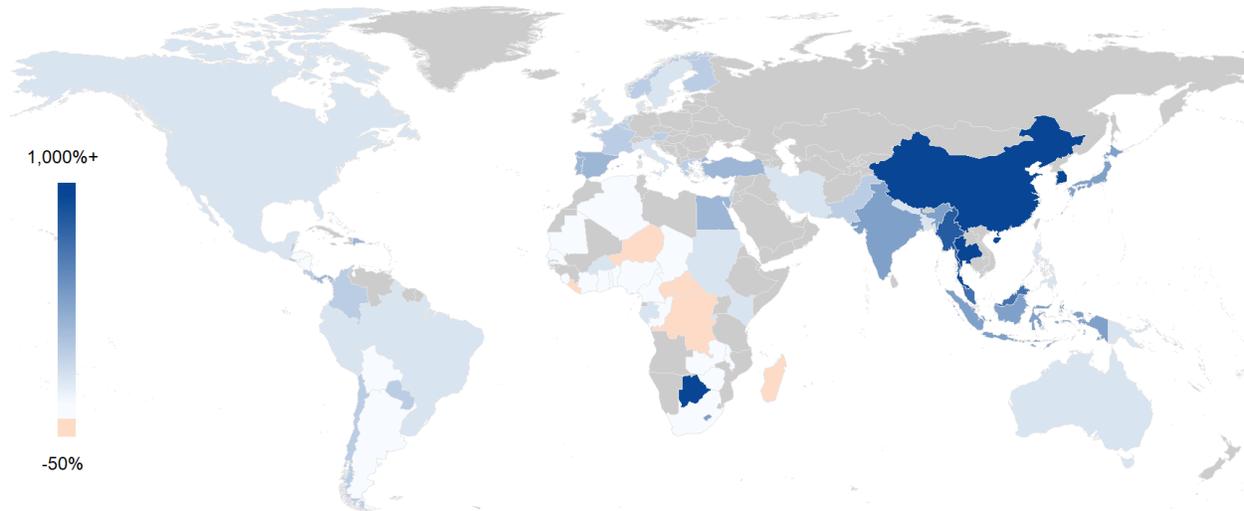


Politics in Less Developed Countries

Revised January 24, 2020

Economic growth since 1960,
measured by change in GDP per capita



Why are some countries rich and others poor? Economic growth affects the welfare of billions of people around the world. Rising income allows people to feed their families, to send their children to school, and to buy medicine when they are sick. In the words of Amartya Sen, development empowers people “to lead the kind of lives they value.”

Yet tragically, the world has not equally shared the benefits of economic growth. Not only has the gap between rich and poor countries persisted to the present, but a new divide has opened among poor countries. While a few countries, illustrated in the map above, have developed rapidly since 1960, the majority of poor countries have fallen even further behind.

This course analyzes some of the political factors that accelerated – or hindered – economic development in less developed countries. Specifically, the course considers the effects of colonialism, globalization, industrial policy, crisis, natural resources and state capacity on economic growth in the developing world, with specific reference to Argentina, Botswana, Chile, Korea, Thailand, and Zambia.

By the end of this course, students should be able to

- compare patterns of economic growth between regions, countries, and cities.
- describe policies that have been associated with economic development.
- evaluate competing explanations for variation in economic growth in less developed countries.
- explain why they value development.

Course #
POLI 140

Quarter
Winter 2020

Time + Place
T/Th 12:10 – 1:50pm
Kenna 105

Instructor
Ryan Tans

Office
Vari 236

Office Hours
Wed. 10am – 12pm
Thurs. 2 – 4pm
and by appointment

Email
rtans@scu.edu

This course fulfills the Social Science Requirement in the Core Curriculum

Goals: Scientific Inquiry, Complexity, Critical Thinking, Mathematical & Quantitative Reasoning

Objectives: Students who have completed Social Science will—

- 1.1 Be able to apply deductive and inductive reasoning to analyze social science topics. (Scientific Inquiry, Mathematical and Quantitative Reasoning) (*exams*)
- 1.2 Evaluate evidence used to validate theories, hypotheses, or predictions. (Scientific Inquiry, Critical Thinking, Complexity) (*exams, discussion, case study*)
- 1.3 Appreciate that theories and data analysis often admit multiple interpretations and will be able to evaluate the relative merits of alternative perspectives. (Critical Thinking, Complexity) (*exams, discussion, case study*)

This course fulfills the Cultures and Ideas 3 Requirement in the Core Curriculum

- 3.1 Demonstrate an understanding of Asian, African, Middle Eastern, Eastern European, and/or Latin American cultures in their global and/or diasporic contexts. (Global Cultures, Diversity) (*discussion, case study, map quiz*)
- 3.2 Identify, analyze and evaluate the challenges and complexities in an interdependent world using methods appropriate to the discipline. (Critical Thinking, Global Cultures, Complexity) (*exams, case study*)
- 3.3 Reflect on their assumptions and ideas about geographically or culturally unfamiliar cultures and the connections to their own culture and society. (Perspective, Critical Thinking) (*exams, discussion, case study*)

This course is also a part of the Democracy Pathway. Be aware that if you plan to use this course as part of your pathway you need to save a piece of work to submit online.

Required text: There is no required text for this course. All readings are available on Camino.

Course requirements:

- 1. Attendance (5% of final grade)

I will take attendance at the beginning of every class. Please notify me in advance if you will miss class because of religious observance, participation in university-sponsored events, or other university-approved reasons for absence. I will calculate this grade as the percentage of classes that you attended, excluding excused absences. I will overlook one unexcused absence.

- 2. Participation (5%)

This class offers frequent opportunities for participation. For example, books and articles important to the field of political economy of development will feature prominently throughout the class. I request that you complete these readings before class and arrive prepared to discuss them. As much as possible, I will provide a list of questions for these assignments to guide your reading. In addition, I make various requests of the class throughout the quarter, such as to submit paper copies of assignments, and I award participation credit to students who comply. I also award

participation credit to students who consult with me outside of class, via email or during office hours. Conversely, students can forfeit participation credit for reasons such as chronic tardiness or abuse of electronic devices.

The participation grade of all students begins at a common baseline (between 70% and 85%, depending on opportunities to participate). To calculate the participation grade, I add or subtract a student's participation credit to the baseline.

3. Reading quizzes (5%)

Each week, a reading quiz will ask you to answer one of the week's reading questions (which I will have previously circulated—see point 2, above). Quizzes will take place on the day the reading assignment appears on the syllabus. The quizzes will earn a score of 1 if I am convinced that you did the reading, and a zero otherwise. At the end of the quarter, I will sum the scores and divide by the total number of quizzes. You may make up any quiz for any reason by submitting responses to the full set of reading questions. More details on make-up policy are available on the course website.

4. Case study (45%)

The primary assignment for this class is to write a case study that analyzes development in a particular country. At the end of the quarter, you will present your findings together with other students who studied the same or similar countries. The case study is broken up into smaller assignments, as follows:

- a. Case study, country selection (3%, due Jan 16)
By the second week of the quarter, you should inform me, via Camino, of the country that you will study.
- b. Case study, development scorecard (12.5%, due Jan 23)
The development scorecard provides a framework for analyzing the level of development in your chosen country.
- c. Case study, explanatory essay (22.5%, due Feb 18)
In this essay, you will answer the question – why is country X rich or poor?
- d. Case study, group presentation (7%, due Mar 5)
As a group of country experts, you will create a visual summary of your findings (such as a poster, slidedeck, or infographic) and present it to the class.

5. Exams (40%)

Two non-cumulative exams will cover all course material, including lectures, discussion, and assigned reading. I will administer exams during class; they will take the entire period. They will address both the themes of the course and the specifics of particular cases using a variety of question formats. I may also include an essay question asking students to formulate an answer to one of overarching questions of the course. If so, essay questions will be circulated in advance. Study guides will be provided for each exam.

Course policies:

Electronic devices

Laptop computers are powerful tools for learning if used appropriately. However, I reserve the right to ask students to put them away if I believe that they are distracting students from classroom activities. Smart phones, by contrast, have less functionality for typing and research, and more potential for distraction. Please leave them at home.

Late assignments

Students, like faculty, juggle many responsibilities, which is why it's so important to meet your deadlines! Nevertheless, I am willing to negotiate extensions, but you must approach me before the assignment is due, not after. Otherwise, late work will incur penalties worth one-sixth of a letter grade per day (e.g. the grade is reduced from a B+ to a B after two days).

Academic integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of – and commitment to – a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity/.

Office of Accessible Education (formerly Disabilities Resources)

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education, Benson 1, as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours within the first two weeks of class. The full university policy is available at www.scu.edu/oea.

Accommodations for pregnant and parenting students

Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments, or by requesting accommodations through Disability Resources.

Discrimination and sexual misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact [Belinda Guthrie](#). Reports may be submitted online through the [Office of Student Life](#) or anonymously through [EthicsPoint](#)

In-class recordings

The University has a new policy prohibiting in-class recordings “without the knowledge and consent of all recorded parties,” except in cases of approved disability accommodations. The full policy is in the [Student Conduct Code](#) (p. 13).

Course schedule
(subject to change)

PART ONE: Global explanations

Week 1: Course introduction

Tuesday, January 7

Introduction to development

- “The Road to Riches,” 1999. *The Economist*, December 23.
- Rohini Pande, Vestal McIntyre and Lucy Page. 2019. “A New Home for Extreme Poverty: Middle-Income Countries,” *The New York Times*, January 28.

Thursday, January 9

Development strategies

- Dani Rodrik. 2007. “Fifty Years of Growth (and Lack Thereof): An Interpretation,” in *One Economics, Many Recipes*. Princeton University Press.

Week 2: Why is the developed world rich and the developing world poor?

Tuesday, January 14

Dependency theory

- Andre Gunder Frank. 1970. “The Development of Underdevelopment,” in Robert Rhodes, ed., *Imperialism and Underdevelopment*. Monthly Review Press.

Thursday, January 16

Case study, country selection due

Legacies of colonialism

- Daron Acemoglu, Simon Johnson, and James Robinson. 2001. “The colonial origins of comparative development: An empirical investigation,” *American Economic Review* 91(5).

Week 3: Globalization, source of wealth or poverty?

Tuesday, January 21

The globalization debate

- Naomi Klein. 2002. “Making—and Breaking—the Rules: Mr. Prime Minister, we are not anti-globalization, we are the true internationalists,” in *Fences and Windows*. Picador.
- *The Economist*. 2001. “A different manifesto,” September 29.

Thursday, January 23

Global value chains

- Raphael Kaplinsky. 2005. *Globalization, Poverty and Inequality*. Polity Press. (selected pages)

Week 4: The middle-income trap

Tuesday, January 28

Case study, development scorecard due

The middle-income trap

- Richard Doner and Ben Ross Schneider. 2016. “The Middle-income Trap: More Politics Than Economics.” *World Politics* 68(4).

Thursday, January 30

Exam #1

PART TWO: Specific comparisons

Week 5: Development in Latin America

Tuesday, February 4

Latin America's arrested development

- Michael Reid. 2007. "The Latin American Conundrum," in *Forgotten Continent: The Battle for Latin America's Soul*. Yale University Press.
- [OPTIONAL] Michael Reid. 2007. "The Loneliness of Latin America," in *Forgotten Continent: The Battle for Latin America's Soul*. Yale University Press.

Thursday, February 6

The case of Argentina

- Javier Corrales. 2002. "The Politics of Argentina's Meltdown," *World Policy Review* 19(3).
- Georgios Theophanous. 2003. "Duhalde's dilemma," *Harvard International Review* 25(1).
- [OPTIONAL] Sophie Arie. 2002. "Children starve to death in the land of plenty; Rural poor are victims as Argentina's crisis worsens," *Daily Telegraph*, November 23.

Week 6: The resource curse

Tuesday, February 11

The case of Chile

- Sebastian Edwards. 2010. "Chile, Latin America's Brightest Star," in *Left Behind: Latin America and the False Promise of Populism*. University of Chicago Press.

Thursday, February 13

The resource curse

- Paul Collier. 2007. "The natural resource trap," in *The Bottom Billion: Why the poorest countries are failing and what can be done about it*. Oxford University Press.

Week 7: Development in Africa

Tuesday, February 18

Case study, explanatory essay due

The case of Zambia

- D. Michael Shafer. 1994. "Zambia: The Mining Sector" in *Winners and Losers: How Sectors Shape the Developmental Prospects of States*. Cornell University Press.

Thursday, February 20

The case of Botswana

- Daron Acemoglu, Simon Johnson, and James Robinson. 2003. "An African Success Story: Botswana," in Dani Rodrik, ed., *In Search of Prosperity: Analytic Narratives on Economic Growth*. Princeton University Press.

Week 8: Developmental states

Tuesday, February 25

The developmental state

- Richard Doner, Bryan Ritchie, and Dan Slater. 2005. "Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective." *International Organization* 59(2).

Thursday, February 27

The case of Thailand

- Andrew Walker. 2012. *Thailand's Political Peasants: Power in the Modern Rural Economy*. University of Wisconsin Press. (pp. TBA)

Week 9: Development in Asia

Tuesday, March 3

The case of South Korea

- Alice Amsden. 1989. *Asia's Next Giant: South Korea and Late Industrialization*. Oxford University Press. (pp. TBA)

Thursday, March 5

Case study, presentations

Week 10: Looking to the future

Tuesday, March 10

Future challenges and foreign aid

- Abhijit Banerjee and Esther Duflo. 2011. "Think Again, Again," in *Poor Economics: A radical rethinking of the way to fight global poverty*. Public Affairs Press.
- Somini Sengupta and Weiyi Cai. 2019. "A Quarter of Humanity Faces Looming Water Crises," *The New York Times*, August 6.

Thursday, March 12

Exam #2