

CPO 4034 Developing Nations/ INR 4035 Rich and Poor Nations in the World System

Sections 15ED/131C
T7/R7-8 Anderson 101
Spring 2014

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This course focuses on the struggles that developing countries go through to achieve prosperity, peace, democracy and effective government. It is cross-listed in both comparative and international politics precisely because the answers to how countries go from poor to rich, violent to peaceful, authoritarian to democratic, and from weak to capable states, require looking at both domestic and international factors.

We will spend the semester exploring the interplay between economics and politics primarily in Africa, Asia, Latin America and the Middle East. We will visit many of the broad challenges facing countries in these regions, and in particular we will explore the political effects of resource wealth. In the middle of the last century, economists believed strongly that countries rich in oil, natural gas and other primary commodities stood to prosper and to use those resources to develop quickly into advanced economies. Fifty years later, resource-rich countries are less likely to be democratic, stable, or for women to enjoy strong roles in government and the economy. What accounts for these trends? Can resource wealth play any positive roles in economic and political development? We will explore the impact of resource wealth on regime type, political stability, long-term economic prospects, violent intrastate and interstate conflict, women's participation in the economy and politics, and more.

Course Requirements

The major assessment components of this course include four quizzes that you will first take individually, and then with your team. Each quiz will count for 15% of your total grade (8% for your individual quiz, 7% for your team quiz). There will be a take-home final exam (individually written), worth 20% and each of you will write a country report (worth 20%) of about 2,000 words on a country not addressed in any of the books assigned for the course. More on that later.

Team-Based Learning. What is TBL? It is a proven educational structure in which students join teams at the start of a term and take all of their in-class assessment quizzes jointly. I say proven because over and over classroom research demonstrates deeper, higher-order learning results from

the team-based approach to both learning and assessment. I will administer a quick survey in the first couple of weeks and use the results to form teams. For the remainder of the term you and your teammates are encouraged to work together in study groups (not required, just strongly encouraged). On each quiz day, you will first complete the quiz individually and then break into teams to complete the same quiz. I will grade them on the spot and post team scores immediately so you will have very quick feedback.

Please reacquaint yourself with the UF Student Honor Code, in particular the sections on plagiarism and cheating. Any violation of the Honor Code in the class will result in a failing grade for the entire course and referral to the Judicial Affairs office.

Should you have any needs with which Disability Resources may be helpful, please contact them early in the semester and bring me any necessary paperwork. I will do my best to accommodate any such needs quickly.

Required Readings:

Paul Collier, *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*
Michael Ross, *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*
Benjamin Smith, *Hard Times in the Lands of Plenty: Oil Politics in Iran and Indonesia*
Jeff Colgan, *Petro-Aggression: When Oil Causes War*

All of these books will be available at local bookstores. They are also available for sale online and on course reserve at Library West (with some of them available as e-books). There are also a number of journal articles and book chapters assigned below; they may all be found through the library's website and we will have a short workshop during the first two weeks on accessing and locating these articles.

Schedule:

January 7: Course Introduction. No readings

What is the Developing World? The Bottom Billion? What are Their Special Problems?

January 9: Collier, preface and Chapter 1.

January 14: Collier, Chapter 2.

January 16: Collier, Chapters 3 and 4.

January 21: Collier, Chapters 5-6.

January 23: Solutions? Collier, Chapters 7-8.

January 28: Collier, Chapters 9-11. **Selection of Country for Report Due.**

January 30: No class. I am in London presenting research from my book project at the London School of Economics and Political Science.

February 4: Paul Collier and Anke Hoeffler, "On Economic Causes of Civil War," *Oxford Economic Papers* 50: 563-73.

February 6: **quiz 1.**

A Straight-Up Take on the Oil Curse

February 11: Ross, Chapter 1.

February 13: Ross, Chapters 2-3.

February 18: Ross, Chapter 4.

February 20: Ross, Chapters 5-6.

February 25: Ross, Chapter 7.

February 27: **quiz 2.**

March 1-8: spring break.

Is the Resource Effect Conditioned by Politics?

March 11: Terry Karl, "Perils of the Petro-State: Reflections on the Paradox of Plenty," *Journal of International Affairs* 53, 1: 31-48; and Smith, Chapter 1.

March 13: Smith, Introduction and Chapter 2

March 18: Smith, Chapters 3-4

March 20: Smith, Chapter 5

March 25: Smith, Conclusion and Benjamin Smith, "Rethinking the Politics of Fuel Wealth."

March 27: **quiz 3.**

Does Oil Cause Interstate War?

April 1: Colgan, Chapters 1-2

April 3 Colgan, Chapters 3-4.

April 8 Colgan, Chapters 5-6.

April 10 Colgan, Chapters 7-8. **Country report due.**

April 15 Colgan, Chapters 9-11.

April 17: **quiz 4**

April 22: course conclusion. Final take-home exam distributed in class, due April 28 by noon in my office in 002 Anderson and to turnitin.com.