

CPO 4034 | Developing Nations
Spring 2020

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When we refer to the 'developing world' we usually mean Africa, Asia, Latin America and the Middle East, although now we sometimes mean the former Soviet republics of the Caucasus and Central Asia. Most of the countries in these regions were colonized and even those that were not formal colonies (Iran, Thailand, Turkey) share much in common with their regional neighbors. Compared to the countries of the advanced industrial world (i.e. Western Europe, North America and Japan) they are, on average, poorer, less peaceful and less well governed. This course will introduce you to the main approaches to understanding why that is, and why it is that some of these countries have overcome these problems while others have not. Finding answers to those questions of variation is the scholarly part, what we are going to do this semester and what those of us who study the developing world do outside of teaching for a living.

Developing countries are a topic of study. The *Political Economy of Development* is a field of social science dedicated to explaining why some countries are richer than others, why some governments do better at improving the lives of their citizens, and which efforts by the international community are more effective than others. The backdrop of these questions is the fact that they are all politically loaded. All economic policies create winners and losers and the ability of both sides to mobilize shapes whether policies succeed or fail. To reiterate, we who study the developing world are interested in explaining why some groups lose and others win, and why governments pick winners and losers and sometimes get away with it while other times failing. We want to explain these outcomes for a simple reason: we don't like poverty, and we want to do all we can to reduce it in the world.

Scholars who study the politics of development use a variety of research methods to find answers to these questions. One of the most common is collecting and analyzing statistical data to uncover systematic relationships between policies and outcomes. It is not by any means the only way to do so, but the political science major provides relatively little exposure to it. For this reason, I include significant training in the use and analysis of statistical data in my upper-division courses and CPO 4034 is one of them. More on this below.

A word on the readings: our class discussions will not simply summarize the readings. You are responsible for reading all assigned materials carefully BEFORE THE CLASS IN WHICH WE DISCUSS THEM. If you are not willing to do this, you should find another

class. You should plan to print these readings out to read in hard copy: the simple fact is that you will not learn the material as effectively if you do not.

There will be three writing assessments during the semester, each worth 10% of your course grade for 30% total. And as specified below, on 10 of our Friday meetings we will convene in a computer lab rather than in our regular classroom to discuss various parts of what makes up the quantitative analysis of political economy data. Following each of these computer lab meetings you will have an assignment due by the start of class the following Monday. Each lab assignment will comprise 3% of your final grade for 30% total—you cannot make up these assignments without documented medical or other reason for missing the lab meeting. The final project and take-home final exam are each worth 20% of your grade. Altogether those add up to 100%. Because I like nice even numbers.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Letter grades will be assigned according to the following numerical scales:

Letter Grade	Numerical Equivalent	GPA equivalent
A	93-	4.0
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.0
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.0
D-	60-62	0.67
E	<60	0.00
E1	stopped attending	0.00
I	Incomplete ¹	0.00

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Information on UF policies for grading may be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

¹ In my classes, incompletes are extremely rare, like white tigers or socially well-adjusted professors.

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with me. In this class, any honor code violations result in a failing grade for the course and referral to the DSO.

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress. Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services. Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/. *If circumstances arise that you think will get in the way of you completing the course requirements, PLEASE CONTACT ME AS SOON AS POSSIBLE. I want you to succeed, and if we need to make some arrangements to facilitate that I will do everything I can to help you. I can do that more effectively with more time to plan.*

January 6: Course Introduction and a primer on careful reading.

I. Overview: Development, Poverty and Progress as Concepts

January 8:

- Collier, *The Bottom Billion* (BB), preface, and
- Martin Cavallion, “Good and Bad Growth”

January 10:

- BB Chapter 1
- World Bank Global Monitoring Report 2015, Chapter I

January 13:

- BB Chapter 2

January 15:

- BB Chapter 3

II. The Causes of Underdevelopment: Geography, Governance and History

January 17: Lab meeting #1.

January 20: no class. MLK Day.

January 22:

- Daron Acemoglu. "Root Causes", in *Finance & Development*. Jun 2003. Vol. 40, no. 2; p. 26-31
- Kenneth L. Sokoloff; Stanley L. Engerman, "History Lessons: Institutions, Factors Endowments, and Paths of Development in the New World, *The Journal of Economic Perspectives*, Vol. 14, No. 3. (Summer, 2000), pp. 217-232

January 24: Lab meeting #2.

January 27:

- Acemoglu, Daron, Simon Johnson and James Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation" *American Economic Review*, vol. 91 (5) 1369-1401

January 29: Writing Assessment 1.

III. States and Development

January 31: Lab meeting #3.

February 3: research topic due (both theme and country of focus)

- Dani Rodrik, Arvind Subramanian, "The Primacy of Institutions (and what this does and does not mean)", in *Finance & Development*. Jun 2003. Vol. 40, No. 2; p. 31-35

February 5:

- Peter Evans, "Predatory, Developmental and Other Apparatuses: A Comparative Political Economy Perspective on the Third World State," *Sociological Forum* 4, 4 (December 1989): 561-587.

February 7: Lab meeting #4.

February 10:

- BB chapter 5

February 12:

February 14: No class. I am at MIT for a book workshop.

February 17:

- BB Chapters 4 & 6.

February 19:

- BB Chapter 7

February 21: Lab meeting #5.

IV. Global Integration and International Aid

February 24:

- William Easterly and Tobias Pfutze, "Where Does the Money Go? Best and Worst Practices in Foreign Aid" *Journal of Economic Perspectives*, Vol. 22, No.2, Spring 2008

February 26: Writing assessment #2.

February 28: Lab meeting #6.

February 29 – March 8: spring break.

March 9: initial statement of research structure (case, theme, variables of interest and data source(s)).

- Dani Rodrik, "How to Save Globalization From Its Cheerleaders," *Journal of International Trade and Diplomacy* 1, 2 (Fall 2007): 1-33.

V. Does Development Produce Democracy? Does Democracy Promote Development?

March 11:

- Evelyne Huber, Dietrich Rueschemeyer, and John D. Stephens, "The Impact of Economic Development on Democracy," *Journal of Economic Perspectives*, 7, 3 (Summer 1993): 71–85.

March 13: Lab meeting #7.

March 16:

- Adam Przeworski and Fernando Limongi. "Modernization: Theories and Facts", *World Politics*. 49, 2 (January 1997), 155-183

March 18:

- Carles Boix and Susan C. Stokes Source: "Endogenous Democratization" *World Politics*, 55, 4 (Jul., 2003), 517-549

March 20: Lab meeting #8

VI. Can Good Governance and Prosperity Be Engineered? Experiments in Development and Politics

March 23: introduction and literature review due.

- BB pp. 108-122

March 25:

- Claudio Ferraz and Fred Finan. (2008). "Exposing Corrupt Politicians: The Effects of Brazil's Publicly Released Audits on Electoral Outcomes", *Quarterly Journal of Economics*, 123 (2), 703-745.

March 27: Lab meeting #9

March 30: Initial case narrative due.

- Abhijit Banerjee and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, selection (pp. 41-70, 183-204).

April 1:

- Martina Bjorkman and Jakob Svensson, "Power to the People: Evidence from a Randomized Field Experiment of Community-Based Monitoring in Uganda", *Quarterly Journal of Economics* 124, 2 (May 2009): 735-69.

April 3: Lab meeting #10.

April 6: Writing assessment #3.

- Collier, Paul. 1999a. "On the Economic Consequences of Civil War." Oxford Economic Papers. 51, 1: 168-83.

Violence and Development

April 8: initial data analysis due.

- Reread BB chapter 2

April 10:

- Collier, Paul. 1999a. "On the Economic Consequences of Civil War." Oxford Economic Papers. 51, 1: 168-83.

VII. Social Cleavages and Development Failures

April 13:

- W. Easterly and R. Levine, 'Africa's Growth Tragedy: Policies and Ethnic Divisions', *Quarterly Journal of Economics*, 112, 4 (1997), 1203-50.

April 15:

- Edward Miguel. (2004). “Tribe or Nation? Nation-building and Public Goods in Kenya versus Tanzania”, *World Politics*, 56, 327-362.

April 17:

- Habyarimana, James, Macartan Humphreys, Daniel Posner, and Jeremy Weinstein. (2007). “Why Does Ethnic Diversity Undermine Public Goods Provision? An Experimental Approach”, *American Political Science Review*, 101(4), 709-725.

April 20: Final project due, uploaded to Canvas. No class meeting.

**April 22: Course review—final exam distributed via Canvas at the end of class.
Final exam due April 27, uploaded to Canvas.**