

INR 4035 Rich & Poor Nations in the World System

Time: T 5th-6th Period (11:45AM-1:40PM)

R 6th Period (12:50 PM-1:40PM)

Location: MAT 0108

Spring 2019

Instructor: Altan Apar

Office hours: R 10.00 AM-12.50PM

Office: AND 330

Email: aapar@ufl.edu

Please read the syllabus! If you need clarifications, please ask me!!

In this course, we will be dealing with the dynamics of political economy of underdevelopment with an emphasis on the widening income gap between rich and poor countries. The course is divided into four parts. In the first part, we focus on what development/underdevelopment is, how it is measured and how it has been studied as a scientific object. In the second part, we examine the theoretical foundations of development discourse. In the third part, we investigate contemporary themes in development studies such as development traps, institutions, good governance, sustainability and etc. In the fourth part, while considering that development policies/practices had a neoliberal shift after 1980s, we explore different trajectories on the path drawn by the development discourse.

Throughout the course, my analytical focus will be probing into theory and policy shifts and understanding how catching up policies affected developing country performances. For this reason, I particularly concentrate on how development theories/policies established neo-liberal orthodoxy after 1980s and how this orthodoxy has been challenged and has gone through modifications as different experiences unfold in the world system up until today.

Overall, the aim of the course is to provide the students with the necessary analytical and conceptual instruments to understand and engage with the contemporary discussions about the economic inequality and continuing poverty despite the fact that the world has enough sources to sustain all living on it.

LEARNING OBJECTIVE

My objectives are:

- Increase students' familiarity and general knowledge about development and underdevelopment, and the differences between countries leading to wealth, prosperity and poverty.
- Encourage students' curiosity about the dynamics of development and reasons for some countries failing to do so.
- Provide the analytical instruments that will allow students to better understand the social, economic, and political phenomena affecting the rich and poor countries

BOOKS & READINGS

- Kyung-Sup, Chang, Ben Fine, and Linda Weiss, eds. 2012. *Developmental Politics in Transition: The Neoliberal Era and Beyond*. New York: Palgrave Macmillan.
- Peet, Richard, and Elaine Hartwick. 2015. *Theories of Development, Third Edition: Contentions, Arguments, Alternatives*. Third edition. New York ; London: The Guilford Press.
- Rist, Gilbert. 2014. *The History of Development: From Western Origins to Global Faith*. Zed Books Ltd.

In order to minimize your financial burden, only few relatively inexpensive and easily accessible books are required. You can purchase them from the UF bookstore or obtain elsewhere including different online sources/databases. Please check online databases first for free access options before buying the books. Other readings will be available in Canvas (<http://elearning.ufl.edu/>). For library use, you can find these books on course reserve in Library West.

COURSE REQUIREMENTS

The students will be evaluated through 4 reflection papers (40%), a presentation (10%), a final paper (20%), attendance and in class participation (20%), and quizzes (%10). Your efforts to get into the assigned readings, **contribute to class discussion** and to submit well organized papers are extremely important for receiving a good grade. Please do the assigned readings and come prepared to the class; there will be pop-quizzes to keep you up in the class.

A	93-100	B+	87-89.9	B-	80-82.9	C	73-76.9	D+	67-69.9	D-	60-62.9
A-	90-92.9	B	83-86.9	C+	77-79.9	C-	70-72.9	D	63-66.9	E	<60

Reflection Papers (40%)

You are expected to submit 4 reflection papers (in total) and a final paper. Maximum limit for reflection papers is 1000 words (12 pt; 1.5 space). These papers will not be cumulative, you prepare one paper per one module. Each paper should answer the module questions (already given in the syllabus) by focusing on the readings covered in the module, and should present your analytical assessment of them.

A good reflection paper should address the question relevantly, comprehensively and coherently; your reflection paper should make it clear that you read and understand main arguments of the readings, and should use them analytically to answer the question. You need to provide evidences from the readings to support your arguments.

Please be clear and concise in your papers and show me that you read the weekly assignments! What you need to do is to develop your arguments building on the assigned readings and to support your arguments with what you get from them! I will not grade your papers on the basis of whether your arguments are right or wrong but how analytically you assess the readings and how well you support your arguments.

Each reflection paper is worth 10% of your overall grade. Do not forget to put your name and the paper number on the paper you submit, and name the word document in “**yoursurname_paper_#.doc**” format. **You have to submit your papers via CANVAS.** (e.g. apar_paper_1.doc)

CAVEAT:

- Please use materials covered in the course for your papers; your prior knowledge should not substitute for what we read in this course.
- **Please use proper citations in your papers and take papers seriously.** I will announce a rubric for reflection papers in canvas after classes start.

Final Paper (20%)

I will post the question for the final paper **one week** before the due date. Final paper will be no longer than **2000** words (12pt; 1.5 space) and cover cumulatively the related readings of the entire course. Final Paper is worth 20% of your overall grade. Consider this paper as an open book final exam, but you have more time to complete it. You need to answer the question by reviewing **all readings covered in the course** and you should take class discussions into consideration to get a good grade from it. Question will be comprehensive, therefore review all materials we cover in the course before writing your final paper.

CAVEAT:

- Question will be comprehensive therefore just using a small number of materials covered in the course will not suffice to get a good grade.
- Your answer should be comprehensive
- You need to use the materials covered in the course, do not rely on your past readings you did in other courses.

Presentation (10%)

Your presentation will be on either one theme or one country given in the syllabus. You need to use at least three scholarly pieces to prepare your presentations. You use the assigned reading to prepare your presentation, and find **two supplements from your own research outside the syllabus** to explain the theme or country you are presenting on. I will send a doodle form to determine what theme or country you present on. Presentations will start in Week 11.

CAVEAT:

- At the end of your presentation, pose a relevant question to the class.
- This question should be extracted from your research/from the materials you cover in your presentation.
- This question will be the probe that the class will discuss during the time left after the presentations.
- Class should listen to the presentations carefully to contribute to discussion after the presentation.

Quizzes (10%)

There will be pop-quizzes on materials covered in the class. These can be cumulative or they can cover what is discussed since the last quiz. Each quiz will be composed of one short answer question. In total, quizzes are worth 10% of your overall grade. Quizzes will be monitoring how faithfully you are following the course.

CAVEAT:

- If you do the readings regularly, quizzes will not be a problem or a source of stress.

Participation and Attendance (20%):

Participation and contribution to our discussion of the readings account for 20% of final the grade. You must do the weekly readings, get prepared for the class discussion and actively participate in discussions. **If you are struggling with public speaking, come and see me at the beginning of the semester.**

Students are allowed to miss up to 3 hours of absences (unexcused absences). If you have an important event to attend during the semester, you can use these allowed absences. If you are missing more classes (should be very few), you should contact me before your absence. If you attend all classes without missing any (including the free passes), you receive bonus 3 points.

Please take attendance seriously, let me know your absence beforehand, I will not accept any excuses without proper documentation after your absence.

For each additional unexcused hour of absence you will lose 2 attendance and participation points.

- o Tuesday absences: 2x2 hours= 4 points Thursday absences: 2x1 hour= 2 points

If you do not attend more than 10 hours unexcused, you will not be allowed to complete the course and you will receive E.

In each class, I will circulate an attendance sheet, if you are late, please come and see me to sign the attendance sheet. Being late should not be habitual: if you repetitively come late, you will not receive attendance credit for the class meetings you are late.

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

Rubric for Participation:

We may read and write by ourselves without a need for anyone, however we learn by engaging and dialogue with others; this class is a learning group/working group in which we help each other to better understand the authors and subjects we study. Therefore, participation is necessary and required for the course. That means, any contribution, such as comments about the readings, sharing questions and doubts generated by the authors are part of what counts as participation. I expect students to read the assigned readings before coming to class and participate in the discussions. Your comments should be based on the readings, however your own personal experiences or country/region knowledge may help us better understand the topic. Please feel free to share these experiences and knowledge, so long as they contribute to better understand the subject we study. Personal experiences and past knowledge may enrich the course, but they should not be a substitute for the readings.

Participation (10%): Contributing to our discussion of the readings accounts for 10% of final the grade. Students must do the weekly readings, come to class prepared and actively participate in discussions. Participation points will be according to the following criteria:

Regular Participation: 8-10 points / Sporadic Participation: 4-7 points / Poor or No Participation: 0-4 points.

CAVEAT:

- No participation, no points.
- Students are expected (1) to pay attention during lecture; (2) be engaged during discussion; and (3) to be prepared to intelligently discuss each topic.
- Facebooking, twitting, texting during the class may hurt participation points (Yes, I understand☺).
- If you do not pay attention to your friends' presentations, you lose points. This is something I do not tolerate!!!

Example 1.

- You have 4 hours of absence, this means, you have (4-3) 1 net absence. You lose 2 points.
- You did not participate in class discussions at all, your participation point is 0.
- Your score is $10+0-2=8/20$

Example 2.

- You have 6 hours of absence, this means you have (6-3) 3 net absences. You lose 6 points.
- You poorly participated in class discussions, your participation point is 2.
- Your score will be $10+2-6=6/20$

Example 3.

- You have 2 hours of absence, this means you have 0 net absences. You do not lose attendance points.
- You are not a regular discussant, but half of the classes you were prepared and participated in class discussions intelligibly, your participation point is 5.
- Your score will be $10-0+5=15/20$

Example 4.

- You do not have any absences (including the free passes), you receive bonus 3 points.
- You regularly participated, you were prepared and spoke intelligibly almost in every class, your participation point is 10
- Your score is $10+10+3=23/20$

Course policies:

Email Address Policy:

Any communication with the instructor is to be conducted via **CANVAS**.

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/students/student-conduct-code/>.

Legal Definitions

(a) **Cheating** — The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but

is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

(b) **Plagiarism** — The attempt to and/or act of representing the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

(c) **Bribery** — The offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantage for yourself or another.

(d) **Misrepresentation** — Any act or omission of information to deceive a teacher for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your own work unless expressly allowed by the teacher; lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic dishonesty.

GETTING HELP:

For issues with technical difficulties for E-learning, please contact the UF Help Desk at: Learning-support@ufl.edu (352) 392-HELP - select option 2

<https://lss.at.ufl.edu/help.shtml>

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Course Schedule

Module 1. Week 1-4: Basics of Development

Week 1: Introduction	
01/08	Introduction; Please read syllabus carefully.
01/10	Collier, Paul. 2008. <i>The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It</i> . Preface and Part 1 Sachs, Jeffrey. 2006. <i>The End of Poverty: Economic Possibilities for Our Time</i> . Introduction and Chapter 1

Week 2: General Picture	
01/15	Sachs, Chapter 2 Seligson, Mitchell and John Passe-Smith. <i>Development and Underdevelopment: The Political Economy of Global Inequality</i> , Chapters 1, 2,3 and 6,7
01/17	No Class-Presenting at SPSA Annual Conference

Week 3: Studying Development	
01/22	Potter, Rob, Dennis Conway, Ruth Evans, and Sally Lloyd-Evans. 2012. <i>Key Concepts in Development Geography</i> . Introduction Cooper, Frederick, and Randall Packard. 2005. "The History and Politics of Development Knowledge Frederick Cooper and Randall Packard." In <i>The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism</i> .
01/24	Rist, Gilbert. 2014. "Metamorphoses of A Western Myth." In <i>The History of Development: From Western Origins to Global Faith</i> .

	Leys, Colin. 2005. "The Rise and Fall of Development Theory." In <i>The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism</i> , by Marc Edelman and Angelique Haugerud.
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Week 4: What is Development?	
01/29	Potter et.al. Section 1 Peet, Richard, and Elaine Hartwick. 2015. "Introduction: Growth vs Development." In <i>Theories of Development: Contentions, Arguments, Alternatives</i> . Information Session: What do I expect from a reflection paper?
01/31	Sen, Amartya. 1988. "The Concept of Development." In <i>Handbook of Development Economics</i> , by Hollis Chenery, T. N. Srinivasan, and Jere R. Behrman.

**Question: Why do we study development?
1st Reflection Paper due on 02/04, 11:45 am**

Module 2. Week 5-8: Theoretical Foundations

Week 5: Theoretical Foundations-1	
02/05	Rist. "The Making of a World System". Chapter 3 Peet and Hartwick. "Classical and Neo-classical Economics". Chapter 2. (read for the founding fathers/major names of economics, skim the others)
02/07	Utsa, Patnaik. 2005. "Ricardo's Fallacy: Mutual Benefit from Trade Based on Comparative Costs and Specialization?" In <i>Pioneers of Development Economics: Great Economists on Development</i> , by Jomo K.S.

Week 6: Theoretical Foundations-2	
02/12	Rist. "The Invention of Development", "The International Doctrine and Institutions Take Root" and "Modernization Poised between History and Prophecy". Chapter 4, Chapter 5 and Chapter 6. Peet and Hartwick. "From Keynesian Economics to Neoliberalism". Chapter 3 (do not read neoliberalism part yet)
02/14	Peet and Hartwick. "Dependency Theory, World System Theory", p 188-199. Frank, Andre Gunter. 2013. "Development of Underdevelopment." In <i>Development and Underdevelopment: The Political Economy of Global Inequality</i> , by Seligson and Passé-Smith.

Week 7: Import Substitutions, Colonial Legacies, Post Development	
02/19	Acemoglu et.al. "The Colonial Origins of Comparative Development: An Empirical Investigation" in <i>Development and Underdevelopment: The Political Economy of Global Inequality</i> by Seligson and Passe Smith. Chapter 9. (argument is very clear, read for understanding the basic assumption) Potter, David. "The Power of Colonial States" in <i>Poverty and Development in the 21st Century</i> . (read for a qualitative account) Baer, Werner. 1972. "Import Substitution and Industrialization in Latin America: Experiences and Interpretations." <i>Latin American Research Review</i> 7 (1): 95-122.
02/21	Esteva, Gustavo, and Arturo Escobar. 2017. "Post-Development @ 25: On 'being Stuck' and Moving Forward, Sideways, Backward and Otherwise." <i>Third World Quarterly</i> 38 (12): 2559-72 Peet and Hartwick, p 240-258. (read as a basis for Estava and Escobar article)

Week 8: Neoliberal Counter Revolution	
02/26	Peet and Hartwick. "From Keynesian Economics to Neoliberalism". Chapter 3 (read the Neo-liberalism part) Naim, Moises. 2000. "Fads and Fashion in Economic Reforms: Washington Consensus or Washington Confusion?" <i>Third World Quarterly</i> 21 (3): 505-28.

02/28	Pender, John. 2001. "From 'Structural Adjustment' to 'Comprehensive Development Framework': Conditionality Transformed?" <i>Third World Quarterly</i> 22 (3): 397–411. Camdessus, Michel. 1999. "Second Generation Reforms: Reflections and New Challenges." Speech presented at the Conference on Second Generation Reforms.
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Question: Do you think international system has a role to create inequality/poverty?

2nd Reflection Paper due on 03/01

Week 9: Spring Break ☺

Module 3. Week 10-12: Constraints and Themes

Week 10: Neoliberal Constraints	
03/12	Weiss, Linda. 2012. "The Myth of the Neoliberal State." In <i>Developmental Politics in Transition: The Neoliberal Era and Beyond</i> , edited by Chang Kyung-Sup, Ben Fine, and Linda Weiss. Shapiro, Helen. 2010. "The Pernicious Legacy of the Rent-Seeking Paradigm." In <i>Towards New Developmentalism: Market as Means rather than Master</i> , edited by Shahrukh Rafi Khan and Jens Christiansen. https://www.nytimes.com/2008/10/25/opinion/25sat2.html https://ec.europa.eu/programmes/horizon2020/en/what-horizon-2020 (do not spend more than 10 minutes)
03/14	Chang, Ha-Joon. 2012. "Kicking Away the Ladder: Neoliberalism and the 'Real' History of Capitalism." In <i>Developmental Politics in Transition: The Neoliberal Era and Beyond</i> , edited by Chang Kyung-Sup, Ben Fine, and Linda Weiss. Grabel, Ilene. 2010. "Cementing Neo-Liberalism in the Developing World: Ideational and Institutional Constraints on Policy Space." In <i>Towards New Developmentalism: Market as Means rather than Master</i> , edited by Shahrukh Rafi Khan and Jens Christiansen.

Week 11: Key Themes: Development Traps, Foreign Aid, Institutions/Governance

03/19	<u>Development Traps</u> : Collier, Part 2; Sachs, Chapter 3. <u>Foreign Aid</u> : William Easterly. 2006. "Planners vs. Searchers in Foreign Aid." <i>Asian Development Review</i> , 23(2), pp. 1-35;
03/21	<u>Institutions/Governance</u> : Rodrik, Dani. 2000. "Institutions for High-Quality Growth: What They Are and How to Acquire Them." <i>Studies in Comparative International Development</i> 35 (3): 3–31

Week 12: Key Themes: Gender, Micro Finance, Sustainability

03/26	<u>Gender</u> : Jackson, Cecile. 1996. "Rescuing Gender From the Poverty Trap." <i>World Development</i> , Vol. 24, No. 3, pp. 489-514 <u>Micro Finance</u> : Yunus, M. 1997. "The Grameen Bank Story: Rural Credit in Bangladesh." In: <i>Reasons for Hope: Instructive Experiences in Rural Development</i> . Eds A. Krishna, N. Uphoff and M. Esman. Pp 9-24.
03/28	<u>Sustainability</u> : Serageldin, Ismail. 1996. Sustainability and the Wealth of Nations: First Steps in on Ongoing Journey. Washington: The World Bank Environmentally Sustainable Development Studies and Monograph Series, No. 5: 1-17 Life

Question: What are the key constraints against development?

3rd Reflection Paper due on 04/01

Module 4. Week 13-15: Trajectories

Week 13: Trajectories: South Korea, China

04/02	<p><u>South Korea</u>: Kong, Tat Yan. 2012. "Neoliberal Restructuring in South Korea before and after the Crisis." In <i>Developmental Politics in Transition: The Neoliberal Era and Beyond</i>, edited by Chang Kyung-Sup, Ben Fine, and Linda Weiss.</p> <p><u>China</u>: So, Alvin, and Yin-Wah Chu. 2012. "The Transition from Neoliberalism to State Neoliberalism in China at the Turn of the Twenty-First Century." In <i>Developmental Politics in Transition: The Neoliberal Era and Beyond</i>, edited by Chang Kyung-Sup, Ben Fine, and Linda Weiss.</p>
04/04	No Class-Presenting at MPSA Annual Conference

Week 14: Trajectories: Brazil, Mexico, Vietnam	
04/09	<p><u>Brazil</u>: Saad-Filho, Alfredo. 2012. "Neoliberalism, Democracy and Development Policy in Brazil." In <i>Developmental Politics in Transition: The Neoliberal Era and Beyond</i>, edited by Chang Kyung-Sup, Ben Fine, and Linda Weiss</p> <p><u>Mexico</u>: Soederberg, S. (2005). The Rise of Neoliberalism in Mexico: from a Developmental to a Competition State. In S. Soederberg, G. Menz, & P. G. Cerny (Eds.), <i>Internalizing Globalization: The Rise of Neoliberalism and the Decline of National Varieties of Capitalism</i></p>
04/11	<p><u>Vietnam</u>: Masina, Pietro. 2012. "Vietnam between Developmental State and Neoliberalism: The Case of the Industrial Sector." In <i>Developmental Politics in Transition: The Neoliberal Era and Beyond</i>, edited by Chang Kyung-Sup, Ben Fine, and Linda Weiss</p>

Week 15: Trajectories: Uganda, India, Russia	
04/16	<p><u>Uganda</u>: Kiiza, Julius. 2012. "New Developmentalism in the Old Wineskin of Neoliberalism in Uganda." In <i>Developmental Politics in Transition: The Neoliberal Era and Beyond</i>, edited by Kyung-Sup, Ben Fine, and Linda Weiss.</p> <p><u>India</u>: Chandrasekhar, C.P. 2012. "From Dirigisme to Neoliberalism: Aspects of the Political Economy of the Transition in India." In <i>Developmental Politics in Transition: The Neoliberal Era and Beyond</i>, edited by Chang Kyung-Sup, Ben Fine, and Linda Weiss.</p>
04/18	<p><u>Russia</u>: Nesvetailova, A. "Globalization and Post-Soviet Capitalism: Internalizing Neoliberalism in Russia." in In S. Soederberg, G. Menz, & P. G. Cerny (Eds.), <i>Internalizing Globalization: The Rise of Neoliberalism and the Decline of National Varieties of Capitalism</i></p>

**Question: State or market? Which one has the agential power for development?
4th Reflection Paper due on 04/22**

Week 16:	
04/23	Wrap-up

Final Paper due on 05/01