

**CPO 4034 Developing Nations**  
**INR 4035 Rich & Poor Nations**

Spring 2016

MWF 12:50-1:40 pm

Location: FLG 285

Prof. Emily M. Pukuma

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Office Hours: Mon 2-3:30 pm or by appointment

**Course Description:** This course provides an overview of political, economic and social issues in the developing world. We examine a number of theories and concepts that are used to understand political and economic development. In the first portion of this class we examine the historical roots of (under)development. Why are some nations rich and others poor? What longterm factors influence these trajectories? Second, we look at the contemporary challenges in the developing world to establish peace, prosperity, good governance and democracy. We explore the interaction of political, economic and social factors in domestic and international space as they influence outcomes in these issue areas.

While it is not possible to cover every country in the developing world, we focus on issues with relevance across multiple world regions including Africa, Asia, Latin America and the Middle East. I encourage those of you with experience and knowledge of countries not directly covered but to which a particular thematic issue applies to share these insights in class discussion and/or in your individual research assignment.

**Required Books:**

- Paul Collier. 2007. *The Bottom Billion: Why the poorest countries are failing and what can be done about it.* Oxford: Oxford University Press. ISBN-13: 978-0199740949
- Dambisa Moyo. 2009. *Dead Aid: Why Aid is not Working and How There is a Better Way for Africa.* New York: Farrar, Straus and Giroux. ISBN-13: 978-0374532123

**Accessing Readings:**

- All of the required books are available for purchase at the local bookstores. They are also on reserve at Library West.
- Other class readings are available in two formats: journal articles or book excerpts/chapters. Journal articles can be found at the Library website here: <http://cms.uflib.ufl.edu/>. Book excerpts/chapters can be found on Canvas here: <http://elearning.ufl.edu/>. We will have a short workshop on locating and accessing these articles in the first week of the course.

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**Evaluation:** Student performance will be assessed on the basis of attendance and participation in the seminars, 2 short papers on the assigned readings, a mid-term and a final paper. These responsibilities will be weighted in the following manner:

- **Participation – 10%**
- **Short Papers (2) – 30%**
- **Mid-term Exam – 25%**
- **Paper Abstract – 5%**
- **Final Paper – 30%**

### **Participation (10%)**

You are expected to come to class having read ALL of the readings for that day. This implies that you are prepared with comments, questions and criticisms to engage in the course discussion. Note taking while reading is highly encouraged; it is also useful to prepare a few sentences about the main ideas from the reading. You will be frequently asked to relay this information at the beginning of the class. In that vein, I advise you to locate readings early and to contact me with any problems/questions prior to the day's class.

### **Short Papers (2 x 15% each; 30% total)**

You are required to submit 2 short papers throughout the course of the semester. You can submit them on a reading from any course during the semester; at least one must be submitted on or before Friday, February 19<sup>th</sup>. The paper is due by the start of class on the day that the week's reading will be discussed. They should be submitted both electronically (via email) as well as in hardcopy. Papers should be between 750-1000 words in length, double-spaced, 12 pt. Times New Roman Font with 1 inch margins.

While you should make it clear that you understand the main points of the reading, these short papers are not reading summaries. They should be regarded as academic papers, which demonstrate the student's ability to interpret and critically analyze the reading. Examples include applying the relevant theory to current or historical events in a particular country context, demonstrating the utility of using a particular concept or theory in studying a phenomenon, or criticizing a component of the theory or discussing where/how it fails to explain a situation or event, etc.

Organize these papers carefully and be sure to provide a logically consistent argument as well as evidence to support it. Be sure to include sources and proper citations where applicable. Please consult the instructor in advance if you have any questions or concerns about this assignment. I encourage you to start these assignments early in advance of the deadline.

### **Mid-Term Exam (25%)**

The mid-term exam will include all material during the first half of the semester (weeks 1-8). It will be an in-class essay exam on February 26. Unexcused absences will receive an automatic failing grade. Tardiness will not mean extra time on the exam. Contact me well in advance if you will have an issue making class on this day.

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**Final Paper (30%)**

The final paper for the course is due on Monday, April 25 by 5pm. You should submit an electronic copy (via email) as well as a hardcopy. Unexcused late papers will receive a deduction of one grade letter for each day.

Papers should be between 15-20 pages, Times New Roman 12pt. font, 1" margins, double-spaced. It should include at least 15 scholarly sources (i.e. journal articles, textbooks, books, etc.) properly cited following the citation style used by the African Studies Quarterly, published by the Center for African Studies at the University of Florida. Specifics are available here: <http://asq.africa.ufl.edu/submission-guidelines/>. There are also multiple papers available on the journal's website which can serve as examples.

**Paper Topics:** The research topic will be of your own choosing though it must pertain to themes and countries in the developing world. You are encouraged to discuss this selection with me early in the semester. Be sure to include all of the following in your papers: select and outline a research question/puzzle, examine previous literature on the topic, present an argument to address the question, and provide evidence to support your argument.

**Paper Topic Meetings (5%):** You are required to select a paper topic and submit an abstract for it by the end of Week 6 (Friday, February 12). Submit the abstract both electronically and in hardcopy by the beginning of class. On that day, you will each schedule an appointment with me for the following week to discuss your paper topic.

**Early Feedback:** There will be one opportunity to receive feedback prior to final submission on Friday, April 1. You should submit this draft in hardcopy in class as well as electronically. At least 10 pages should be completed to receive this early feedback; paper sections not yet completed should be noted as such. This is a rough draft, but it is not outline. Sentences, paragraphs and sections should be organized coherently. This is an opportunity to receive helpful feedback prior to final submission. There will be no grade points awarded for submission, and there will be no grades assigned. However, this represents a significant learning opportunity as well as chance to effectively revise your paper prior to final grading. This deadline is not flexible; no late submissions will be accepted. You are welcome to submit prior to the deadline.

**Letter Grade Distribution:** Final grades will be calculated as a weighted percentage based on the preceding criteria, and will be distributed as follows:

A = 93.0+  
A- = 90.00-92.99  
B+ = 87.00-89.99  
B = 83.00-86.99  
B- = 80.00-82.99  
C+ = 77.00-79.99

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C = 73.00-76.99

C- = 70.00-72.99

D+ = 67.00-69.99

D = 63.00-66.99

D- = 60.00-62.99

E = 59.99 and below

\*\*For any questions regarding grades, please make an appointment with the instructor or come to regular office hours. Student grades will not be discussed via email.

**For more information of UF's grading policy:**

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades>

**Course Policies:**

**Attendance:**

Attendance is expected and will be taken at the beginning of every class. You are allowed 2 absences without penalty; any further absences will result in grade deductions. Unexcused tardiness will be counted toward your allowed absences. Students are responsible for any missed work, regardless of the reason for absence. If you missed a class, please contact a classmate for missed notes and information.

**Use of Electronics:**

Cell phones should be turned on silent and kept out of sight. Computers/tablets/etc. can be a useful tool for note-taking during class. They are a privilege and not a right. If you abuse this privilege, it can and will be revoked for the entire class. Consider your classmates before you turn on Hulu, check email, scan facebook, work on assignments for other classes, etc.

**Academic Honesty:**

Plagiarism is a serious offense. It undermines the mutual trust which is essential in an educational community. It is understood that any work submitted by a student is his/her own. This includes more obvious forms of plagiarism such as turning in a paper that was written by someone else or copying full texts, paragraphs and/or sentences directly from another source without properly identifying and citing that information. All papers will be submitted to plagiarism detection software. There are less obvious forms of plagiarism which include paraphrasing ideas or concepts from another author without properly identifying and citing them or using a unique idea or concept from another reading and claiming it as your own. It is important to note that these are no less problematic violations of academic honesty and should be avoided.

UF students are bound by The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) which specifies a number of behaviors that are in violation of this code and the possible sanctions. Any violations of the Student Honor Code will result in a failing grade for the course and referral to Student Judicial Affairs. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate

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personnel. If you have any questions or concerns, please consult with the instructor in this class.

**Accommodation for Students with Disabilities:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.url.edu/drc/](http://www.dso.url.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Anyone with a disability should feel free to see me during office hours to make the necessary arrangements. I encourage you to register as soon as possible to ensure that the proper procedures are followed and accommodations can be made.

**Course Schedule:**

- **Week One – What is the Developing World?**
  - Wednesday, January 6
    - Introduction and Syllabus Overview
  - Friday, January 8
    - Collier – preface and Chapter 1
- **Week Two – What is Development?**
  - Monday, January 11
    - Moss, Todd. 2007. “The Complexities and Uncertainties of Development” in *African Development: Making Sense of Issues and Actors*...pp. 1-16
  - Wednesday, January 13
    - Sachs, Jeffery. 2005. “A Global Family Portrait,” and “The Spread of Economic Prosperity” in *The End Of Poverty*... pp. 5-50
  - Friday, January 15
    - Presentation on using Library Resources.
    - Optional: Klitgaard, Robert. 2013. *Tropical Gangsters II*. Chapter on Haiti available here:  
[http://www.cgu.edu/PDFFiles/Presidents%20Office/Addressing%20Systemic%20Corruption%20in%20Haiti%20\\_3\\_.pdf](http://www.cgu.edu/PDFFiles/Presidents%20Office/Addressing%20Systemic%20Corruption%20in%20Haiti%20_3_.pdf)
- **Week Three --- Historical Roots of (under)Development**
  - Monday, January 18 (no class – Martin Luther King Day)
  - Wednesday, January 20
    - Diamond. Preface, Prologue, Chapter 11-12.
  - Friday, January 22
    - Diamond. Chapters 13-14.
    - Optional: Sokoloff, Kenneth L. and Stanley L. Engerman. 2000. “History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World.” *Journal of Economic Perspectives* 14(3): 217-232.
- **Week Four – Colonialism and its Legacies**
  - Monday, January 25
    - Moss, Todd. 2007. Chapter 2: “History and the Legacy of Colonialism” in *African Development*...pp. 19-35

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- Wednesday, January 27
  - Mamdani, Mahmood. 1996. Chapter 2: “Decentralized Despotism” in *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. . .pp. 37-61
- Friday, January 29
  - Crawford Young. 1994. Chapter 1: “Bula Matari and the Contemporary African Crisis” and Chapter 8: The Imperial Legacy and State Traditions” in *The African Colonial State in Comparative Perspective*. . .pp. 1-12 & 244-281
- **Week Five – Colonialism and its Legacies continued...**
  - Monday, February 1
    - Lange, Matthew. 2004. “British Colonial Legacies and Political Development” *World Development* 32(6): 905-922.
  - Wednesday, February 3
    - Tomila Lankina and Lullit Getachew (2012). “Mission or Empire, Word or Sword? The Human Capital Legacy in Postcolonial Democratic Development,” *American Journal of Political Science* 56(2): 465–483.
  - Friday, February 5
    - Miles, William. 2014. Chapter 5: “Soft, Sequential, and Hybridic Colonialism: French India and the Indian Ocean” in *Scars of Partition: Postcolonial Legacies in French and British Borderlands*. Lincoln, pp. 188-239.
- **Week Six - State-Building**
  - Monday, February 8
    - Kohli, Atul. 2004. Chapter 1: “Introduction – States and Industrialization in the Global Periphery” in *State-Directed Development: Political Power and Industrialization in the Global Periphery*, pp. 1-24.
  - Wednesday, February 10
    - Economist Blog, Why Singapore Became an Economic Success (<http://www.economist.com/blogs/economist-explains/2015/03/economist-explains-23>)
    - Bose, Sumantra. 2004. “De-Colonization and State Building in South Asia,” *Journal of International Affairs* 58(1): 95-113.
  - Friday, February 12
    - Herbst, Jeffrey. 2000. Introduction and Chapter 1: “The Challenge of State-Building in Africa” *States and Power in Africa: Comparative Lessons in Authority and Control*, pp. 1-31)
    - \*\*Paper Abstracts Due
- **Week Seven – Conflict**
  - \*meetings to discuss paper topics this week
  - Monday, February 15
    - Collier – Chapter 2
  - Wednesday, February 17

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- Hale, Henry. 2004. "Divided We Stand: Institutional Sources of Ethnofederal State Survival and Collapse" *World Politics* 56(2): 165-193.
- Friday, February 19
  - Reno, William. 1998. Preface, Introduction and Chapter 1: "The Distinctive Political Logic of Weak States" in *Warlord Politics and African States*, pp. ix-44)
  - \*at least one short paper due by this date
- **Week Eight – Failed and Fragile States**
  - Monday, February 22
    - Rotberg, Robert. 2002. "Failed States in a World of Terror" *Foreign Affairs* 81(4): 127-140.
  - Wednesday, February 24
    - Smith, Daniel Jordan. 2004. "The Bakassi Boys: Vigilantism, Violence, and Political Imagination in Nigeria" *Cultural Anthropology*. 19(3): 429-455.
  - Friday, February 26
    - mid-term exam
- Spring Break (February 29 – March 6)
- **Week Nine – Democracy**
  - Monday, March 7
    - Przeworski, Adam, et al. 1996. "Why does democracy endure?" *Journal of Democracy* 7(1): 39-55.
  - Wednesday, March 9
    - Inglehart, Ronald and Christian Weel. 2009. "How Development Leads to Democracy: What We Know About Modernization" *Foreign Affairs* 88(3): 33-49
  - Friday, March 11
    - Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review* 87(03): 567-576.
- **Week Ten – Authoritarian and Hybrid Regimes**
  - Monday, March 14
    - Slater, Dan. 2012. "Southeast Asia: Strong-State Democratization in Malaysia and Singapore" *Journal of Democracy* 23(2): 19-33.
    - Optional: Gandhi, Jennifer and Adam Przeworski. 2007. "Authoritarian Institutions and the Survival of Autocrats" *Comparative Political Studies* 40: 1279-1301.
  - Wednesday, March 16
    - Mahoney, James. 2001. "Radical, Reformist and Aborted Liberalism: Origins of National Regimes in Central America" *Journal of Latin American Studies* 33: 221-256.
  - Friday, March 18
    - Levistky, Steven and Lucan Way. 2002. "The Rise of Competitive Authoritarianism" *Journal of Democracy* 13(2): 51-65.
- **Week Eleven -- Informal Institutions**

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- Monday, March 21
  - Collier – Chapter 5
- Wednesday, March 23
  - Diamond, Larry. 2008. “The Rule of Law vs. the Big Man” *Journal of Democracy* 19(2): 138-149.
- Friday, March 25
  - Hyden, Goran. 2013. Chapter 4: “Economy of Affection” in *African Politics in Comparative Perspective* Second Edition, Pp. 74-96
  - Bratton, Michael. 2007. “Formal vs. Informal Institutions in Africa” *Journal of Democracy* 18(3): 96-110.
- **Week Twelve – the Resource Curse**
  - Monday, March 28
    - Collier – Chapter 3
  - Wednesday, March 30
    - Ross, Michael. 2001. “Does Oil Hinder Democracy?” *World Politics* 53:325-36.
  - Friday, April 1
    - Benjamin Smith. 2004. “Oil Wealth and Regime Survival in the Developing World, 1960-1999” *American Journal of Political Science* 48(2): 232-246.
    - \*deadline for research paper draft submission\*
- **Week Thirteen – Globalization and Geopolitics**
  - Monday, April 4
    - Collier – Chapter 4
  - Wednesday, April 6
    - Collier – Chapter 6, 10
    - Steven Levitsky & Lucan Way. 2005. “International Linkage and Democratization” *Journal of Democracy* 16(3): 20-34.
  - Friday, April 8 (no class – I will be presenting research at MPSA)
- **Week Fourteen – Foreign Aid**
  - Monday, April 11
    - Collier – Chapter 7
  - Wednesday, April 13
    - Moyo – Introduction, Chapters 1, 2
  - Friday, April 15
    - Moyo – Chapters 3, 4
- **Week Fifteen – Conclusions**
  - Monday, April 18
    - Collier – Chapter 11
    - Moyo – Chapter 5, 6
  - Wednesday, April 20
    - Moyo – Chapter 7,8
    - Easterly, William. 2013. Chapter 1: “Introduction” *The Tyranny of Experts: Economists, Dictators and the Forgotten Rights of the Poor*, pp. 3-16



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- **Reading Days**
  - April 21 and 22
- **Final Paper Due**
  - April 25 by 5pm

\*\*Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.