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

Time: MWF 2nd Period (8:30-9:20am)

Location: AND 0134

Spring 2018

Instructor: Alec Chung

Office hours: MWF 9:30-10:30AM

Office: AND 330

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**Course Description**

The purpose of this course is to introduce and explore political, economic, social, and cultural issues in underdeveloped and developing countries in Africa, Asia, Latin
America and the Middle East. The main focus of this course will be on examining why some underdeveloped and developing countries succeed in escaping poverty while others fail to do so. The topics that will be examined include the historical roots of underdevelopment, contending theoretical perspectives of underdevelopment, contemporary challenges underdeveloped and developing countries face (conflict, resource curse, bad governance, trade, and foreign aid), and what these countries and international community can do to alleviate poverty in those underdeveloped and developing countries.

**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.

* 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.

* Mitchell A. Seligson and John T. Passe-Smith. 2014. Development and Underdevelopment: The Political Economy of Global Inequality. Boulder/London: Lynne Rienner Publishers, Inc.; 5 edition.

All of these books will be available at local bookstores. They are also available for sale online. There are also a number of journal articles and book chapters assigned below; they may all be found through the library’s website (<http://cms.uflib.ufl.edu/>) and e-learning (<http://elearning.ufl.edu/>).

I also encourage you to regularly read daily newspaper articles (for instance, from *Bloomberg,* the *New York Times,* or the *Washington Post*) to stay up-to-date with news about developing and underdeveloped countries.

**Course Requirements**

Grades will be based on:

1) **One response paper (20%)**: You are required to submit a response paper (6-8 pages, double-spaced, 12 pt. Times New Roman Font with 1-inch margins) on April 2 by midnight. You must pick two (or more) weekly topics, read all the course materials, and write a response paper critically analyzing the readings. Do not just provide summaries of the readings. You should make it clear that you have read and understood the main points of the readings, criticize the author’s argument, or explain why you think the author is making a good/strong argument. You also need to provide evidence that supports your argument. Use external sources if necessary. Be sure to include sources and proper citations where applicable. Unexcused late papers will receive a deduction of one grade letter for each day.

2) **Mid-Term Exam (25%)**: There will be one in-class essay exam on March 2. The exam will include all material during the first half of the semester (before Spring Break). Further information regarding the exam will be given in-class and announced on e-Learning.

3) **Final Research Paper (5% + 25%)**: You are required to submit a research paper (10-12 pages, double-spaced, 12 pt. Times New Roman Font with 1-inch margins) on April 25 by midnight. You should use at least 10 scholarly sources (i.e. academic books, journal articles, etc.) with proper citations (i.e. APA, Chicago, or MLA style) to write a research paper. Unexcused late papers will receive a deduction of one grade letter for each day.

You should pick your own research topic. The topic must pertain to themes and countries in the developing world. You are encouraged to discuss this selection with me early in the semester. You should also submit a research topic and an abstract of your paper (250-500 words) on January 31 by midnight (5% of your final grade). Be sure to include all of the following in your papers: a research question, examine previous literature on the topic, present an argument to address the question, and provide evidence to support your argument. The final version of your research paper will account for 25% of your final grade.

4) **Pop-Quizzes (10%)**: There will be multiple pop-quizzes during the semester. These quizzes will be unannounced. They will be based on the readings for that class session. Pop-quizzes are worth of 10% of your final grade.

5) **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 given according to the following criteria: Regular Participation: 8-10points / Sporadic Participation: 5-7 points / Poor or No Participation: 0-5 points. If you are shy or struggle with public speaking, come and see me at the beginning of the semester.

6) **Attendance (5%)**: Attendance accounts for 5% of the final grade. Students are allowed to miss up to 3 classes (un-excused absences). If you have a funeral or a wedding to attend during the semester, you should use those free passes. For each additional un-excused absence students will lose 20 points out of 100 points. 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

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| --- | --- | --- |
| **Course Requirement** | **%** | **Due Date** |
| One response paper | 20 | April 2 |
| Mid-term exam | 25 | March 2 |
| Research Paper Topic Submission | 5 | January 31 |
| Final Research Paper | 25 | April 25 |
| Quizzes | 10 | Pop-Quizzes  |
| Participation | 10 |
| Attendance | 5 |
| TOTAL | 100 |

\*\*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.

**Course schedule**

* + **Topic 1: *Is There a Gap Between Rich and Poor Countries?***
		- 1/8
			* Course Introduction and Syllabus Overview
* 1/10
	+ - Collier. Preface and Chapter 1
		- Sachs. Chapter 1
		- 1/12
			* Seligson and Passe-Smith, Chapter2, 3, 5, and 6.
	+ **Topic 2: *Historical Origins of the* G*ap***
		- 1/15
			* MLK Day (No class)
* 1/17
	+ Sachs. Chapter 2
	+ Seligson and Passe-Smith, Chapter 7, 8, 9, 10, and 11
* 1/19
	+ Presentation: Finding scholarly library and internet sources by Dr. David Schwieder, UF Political Science Librarian.
	+ **Topic 3: *Theorizing Development***
		- 1/22
			* Seligson and Passe-Smith, Chapter 17, 18, 19
			* “When Giants Slow Down.” July 27, 2013. *The Economist*.

<https://www.economist.com/news/briefing/21582257-most-dramatic-and-disruptive-period-emerging-market-growth-world-has-ever-seen>

* + - * “Iran: The Revolution is Over.” November 1, 2014. *The Economist*. <https://www.economist.com/news/special-report/21628597-after-decades-messianic-fervour-iran-becoming-more-mature-and-modern-country>
* 1/24
	+ Wallerstein. 1974. “The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis.” *Comparative Studies in Society and History*, 16(4), pp. 387-415.
* 1/26
	+ Seligson and Passe-Smith, Chapter 23, 24, 25.
* **Topic 4: *The Role of Institutions***
* 1/29
	+ Sachs. pp.311-315
	+ Collier. Chapter 4 and 5
	+ Acemoglu and Robinson. Chapter 2 and 3
* 1/31
	+ Inglehart and Weel. 2009. “How Development Leads to Democracy: What We Know About Modernization” Foreign Affairs, 88(2), pp. 33-49
	+ Olson. 1993. "Dictatorship, Democracy, and
	Development." *American Political Science Review,* 87(3), pp. 567-
	576.
	+ Seligson and Passe-Smith, Chapter 26

**\*Research Paper Abstract Due**

* 2/2
	+ Doner, Ritchie, and Slater. 2005. “Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective.” *International Organization,* 59(2), pp. 327-361
* 2/5
	+ Seligson and Passe-Smith, Chapter 27, 28, 29, and 30
* **Topic 5: *Conflict and Underdevelopment***
	+ 2/7
		- Collier Chapter 2
		- Collier Chapter 8
	+ 2/9
		- Rotberg. 2002. “Failed States in a World of Terror”
		*Foreign Affairs,* 81(4), pp. 127-140.
	+ 2/12
		- Seligson and Passe-Smith, Chapter 13
* **Topic 6: *Resource Curse***
	+ 2/14
		- Collier Chapter 3
		- Ross. 2001. “Does Oil Hinder Democracy?” *World
		Politics,* 53, pp. 325-36.
	+ 2/16
		- Seligson and Passe-Smith, Chapter 31
	+ 2/19
		- Lynn. 1999. “The Perils of the Petro-State: Reflections on the Paradox of Plenty.” *Journal of International Affairs,* 53(1), pp. 31-48
		- Smith. 2004. “Oil Wealth and Regime Survival in the
		Developing World, 1960-1999.” *American Journal of Political
		Science*, 48(2), pp. 232-246.
* **Topic 7: *Trade and Development***
	+ 2/21
		- Collier Chapter 10
	+ 2/23
		- Dornbusch. 1992. “The Case for Trade Liberalization in Developing Countries.” *The Journal of Economic Perspectives,* 6(1), pp. 69-85
	+ 2/26
		- Baek. 2005. “Does China Follow “the East Asian Development Model”?” *Journal of Contemporary Asia,* 35(4), pp. 485-498
	+ 2/28
		- Kim and Heo. 2017. “Comparative Analysis of Economic Development in South Korea and Taiwan: Lessons for Other Developing Countries.” *Asian Perspective,* 41(1), pp. 17-41
	+ 3/2

**\*Mid-term exam**

***Spring Break***

3/5, 3/7, and 3/9

* **Topic 8: *Foreign Aid and Development***
	+ 3/12
		- Sachs, Aid Ironies

<https://www.huffingtonpost.com/jeffrey-sachs/aid-ironies_b_207181.html>

* + - Moyo, Aid Ironies: A Response to Jeffrey Sachs

<https://www.huffingtonpost.com/dambisa-moyo/aid-ironies-a-response-to_b_207772.html>

* + - Sachs and McArthur, Moyo’s Confused Attack on Aid for Africa

<https://www.huffingtonpost.com/jeffrey-sachs/moyos-confused-attack-on_b_208222.html>

* + 3/14
		- William Easterly. 2006. “Planners vs. Searchers in Foreign Aid.” *Asian Development Review*, 23(2), pp. 1-35
	+ 3/16
		- Collier. Chapter 7
	+ 3/19
		- Moyo. Introduction, Chapter 1, and 2
		- Moyo. Chapter 3 and 4
* **Topic 9: *Population, Culture, Health, Education, and Development***
	+ 3/21
		- Hardin. 1968. “The Tragedy of the Commons.” *Science,* 162, pp. 1243-1248
		- Lavietes. October 28, 2003. “Garret Hardin, 88, Ecologist Who Warned About Excesses.” *The New York Times*.

<http://www.nytimes.com/2003/10/28/us/garrett-hardin-88-ecologist-who-warned-about-excesses.html>

* Sachs. pp.322-326
	+ 3/23
		- Seligson and Passe-Smith, Chapter 20, 21, and 22
		- Sachs. pp.315-318
	+ 3/26
		- Sachs. Chapter 10
		- Seligson and Passe-Smith. Chapter 32
		- “Malnutrition, nutrients, and obesity: Feast and Famine.” November 27, 2014. *The Economist*.

<https://www.economist.com/news/international/21635046-world-has-terrible-record-improving-peoples-diets-may-be-changing-feast-and>

* + - Sy and Copley. October 1, 2014. “Understanding the Economic Effect of the 2014 Ebola Outbreak in West Africa.” *Brookings Institutions.* <https://www.brookings.edu/blog/africa-in-focus/2014/10/01/understanding-the-economic-effects-of-the-2014-ebola-outbreak-in-west-africa/>
	+ 3/28
		- “Illiterate voters: Marking their mark.” April 5, 2014. *The Economist*.

<https://www.economist.com/news/international/21600162-teaching-those-who-cannot-read-how-vote-makes-cleaner-fairer-elections-making-their?zid=316&ah=2f6fb672faf113fdd3b11cd1b1bf8a77>

* “For-profit education: The $1-a-week school.” August 1, 2015. *The Economist.*

<https://www.economist.com/news/leaders/21660113-private-schools-are-booming-poor-countries-governments-should-either-help-them-or-get-out>

* **Topic 12: *Domestic Income Inequality***
	+ 3/30
		- Seligson and Passe-Smith, Chapter 12, 14, 15, and 16
* **Topic 13: *Gender, and Development***
	+ 4/2
		- UN Women Facts and Figures: Leadership and political participation.

<http://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures>

* + - Stockemer. 2015. “Women’s descriptive representation in developed
		and developing countries.” International Political Science Review, 36(4), pp. 393–408

\* **Response Paper Due**

* + 4/4
		- Wang. 2013. “Women changing policy outcomes: Learning from prowomen legislation in the Ugandan Parliament.” Women's Studies InternationalForum, 41(2), pp 113–121
		- Muriaas and Wang, 2012. “Executive dominance and the politics of quota representation in Uganda” in The Journal of Modern AfricanStudies, 50(2), pp 309 – 338
	+ 4/6
		- No class. (I will be attending the Midwest Political Science Association Annual Conference.)
* **Topic 13: *Sustainable Development / Globalization and Development***
	+ 4/9
		- Seligson and Passe-Smith, Chapter 33
	+ 4/11
		- Sundaram, Schwank, and von Arnim. 2011. “Globalization and development in sub-Saharan Africa.” UN/DESA Working Paper, No. 102.

<http://www.un.org/esa/desa/papers/2011/wp102_2011.pdf>

* **Topic 14: *Conclusion***
	+ 4/13
		- Collier. Chapter 11
		- Sachs. Chapter 15
	+ 4/16
		- Moyo. Chapter 5 and 6
	+ 4/18
		- Moyo. Chapter 7 and 8
	+ 4/20
		- Seligson and Passe-Smith, Chapter 34
		- Sachs. Chapter 17
		- “Fewer, but still with us: The World Has Made Great Progress in Eradicating Extreme Poverty.” March 30, 2017. *The Economist*.

<https://www.economist.com/news/international/21719790-going-will-be-much-harder-now-world-has-made-great-progress>

* **Final Week: *No Class (Finish your research paper. I will have extended office hours)***
* 4/23
* 4/25

\***Final paper Due**

* Instructor reserves the right to change the class syllabus to meet class needs.

**Grading**

Letter grades on response and research papers will be based on three major, closely related criteria:

* Evidence--how good is your command and deployment of the relevant course material, and are you employing the best evidence available to make your points;
* Interpretation—have you developed an argument or point of view that is pertinent to the issue at hand, and that has breadth, coherence, and insight; and
* Expression (style)--is the prose (writing) clear, concise, and engaging?

These criteria will be evaluated equally, and they will translate into letter grades as follows:

* A—Excellent: Your work is outstanding in all three areas. It offers an integrated, insightful argument based on ample, sound evidence and is written in clear and engaging prose.
* B—Good: Your work is strong in all three areas, or is outstanding in one area while having significant weaknesses in another.
* C—Average: Your performance is adequate in one or more areas, but also has significant weaknesses in others, leaving the presentation fragmented, murky, or narrow.
* D—Poor: Your work demonstrates notable weaknesses in all three areas. Remedial work may be needed to improve substantive understanding or basic communication skills.
* E—Unacceptable: Your work has serious flaws in all areas, or demonstrates limited engagement in the assignment.

Letter grades for papers and for final course grades will be assigned according to the following numerical scales:

|  |  |  |  |
| --- | --- | --- | --- |
| **Letter Grade** | **Numerical Paper Grade** | **Numerical Final Grade** | **GPA Equivalent (Final Grades)** |
| A | 95 | 93 and above | 4.0 |
| A- | 91 | 90.00-92.99 | 3.67 |
| B+ | 88 | 87.00-89.99 | 3.33 |
| B | 85 | 83.00-86.99 | 3.0 |
| B- | 81 | 80.00-82.99 | 2.67 |
| C+ | 78 | 77.00-79.99 | 2.33 |
| C | 75 | 73.00-76.99 | 2.0 |
| C- | 71 | 70.00-72.99 | 1.67 |
| D+ | 68 | 67.00-69.99 | 1.33 |
| D | 65 | 63.00-66.99 | 1.0 |
| D- | 61 | 60.00-62.99 | 0.67 |
| E | Below 60 (varies on case by case basis) | Below 60 | 0.0 |
| E1 |  | Stopped attending or participating prior to the end of class | 0.0 |
| I |  | Incomplete (Note: I rarely agree to these) | 0.0 |

**Class Attendance and Make-Up Policy**

Class attendance is expected. Excused absences are consistent with university policies in the undergraduate catalog (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) and require appropriate documentation.

Late essay response papers will not be accepted. A makeup midterm and makeup final exam will be provided for students who miss either exam due to extreme, documented circumstances. Students should arrange with the instructor for makeup material, and the student will receive one week to prepare for any makeup assignment, if circumstances allow it.

**Students Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. 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/results/.

**Class Demeanor**

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

**Materials and Supplies Fees**

There are no additional fees for this course.

**University Honesty Policy**

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 (https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.