

INR 4035 POOR AND RICH NATIONS IN THE WORLD SYSTEM

FALL 2015 - M. W. F 2 AND 101

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Office Hours: W. 9:30 – 11:30

Description

This course is aimed at probing why some nations develop at quite fast pace while others lag behind. It endeavors at examining questions such as: is China (being the second largest economy of the world) a rich or a poor nation? How do we measure a nation's development and how do we evaluate its development paths? Are there models for poor nations to follow in order to successfully develop? At which point can we say a nation is developed, emerging, or poor? The course also aims, at base, to discuss concepts related to the meaning of development, its challenges, and models. We will be looking at a variety of rich as well as poor nations to examine what is it that enables nations to grow or keeps them from achieving their potential.

The course material is organized into three sequences. In the first one "Divergences", we will examine the differences between rich and poor nations. The questions that interest us include how we explain resource-rich countries which still have high rates of poverty, and compare that to small nations which have achieved high levels of development without relying on natural resources. After examining some of the basic differences and challenges to development, the second part "Murky Middles" introduces us to the role of emerging economies and rising powers in today's world system. Indeed far from being as simple as a binary of rich vs. poor, the world's nations lie on a spectrum, and the populations within each of these nations also lie on a spectrum with many nuances between rich and poor. In this second part of the syllabus, we talk about these fuzzy categories and debate for example whether China, Brazil, or Russia are to be viewed as rich or poor nations given their economic success on the one hand, and their pollution records and human rights index problems on the other. Finally, the third part of the syllabus looks at "Convergences" between developing and developed nations by examining challenges and issues that are prominent across the spectrum. In this part, issues regarding transnational migration, global health, environment, and gender's interactions with development are examined. The primary goal of this part is to highlight, as the subtitle suggests, similarities between rich and poor nations in order to further complicate the binary of poor vs. rich nations.

With this in mind, it is worth noting that the class material is largely drawn from literature pertaining to African politics and Asian studies. China, India and Singapore will recurrently be brought up as cases of nations that display unique models of development. In addition, a myriad of scholarship on African development is invoked throughout the semester to illustrate many of the themes discussed weekly. These particular biases stem from the instructor's own research interests and experience but they should not in any way foreclose debates on other regions. Students are encouraged to look beyond these regional specifications for cases that challenge or further inform class debates.

Required Texts

- Tom Burgis. *The Looting Machine: Warlords, Tycoons, Smugglers and the Systematic Theft of Africa's Wealth*
- Benjamin Smith. *Hard Times in the Lands of Plenty*
- Deborah Brautigam. *The Dragon's Gift: The Real Story of China in Africa*
- Arturo Escobar. *Encountering Development: The Making and Unmaking Of The Third World*

Grade Distribution

- ✓ Two Exams: 30 % (15% each)
- ✓ Final Exam: 25 %
- ✓ Pop quizzes: 10 % (If I told you how many and when, they won't be pop quizzes anymore)
- ✓ Group work: 10 %
- ✓ Attendance and class participation: 10%
- ✓ Three reports from attending a talk/lecture outside of class: 15%

Exams: Your exams are take-home format, the questions with instructions will be distributed in class and your responses will be due a week later on Canvas. The final exam will be cumulative. Note that late submissions mean your course grade will drop by a letter grade per additional day.

Pop quizzes: these contain questions on readings required for any given session. Since students are expected to come to class well-read and prepared; these quizzes will test that.

Group work: you are asked to collaborate in small groups and present (one time for each small group) during the semester on a theme of your interest. The presentations will be scheduled on Fridays, a plan will be established during the first week of class.

When it's your team's turn to present: make sure you find 2 to 3 articles that are not on the syllabus, prepare a critical analysis of all the readings at hand, organize your presentation to reflect your analysis (please avoid summarizing what the readings are saying and focus on critical analysis). Make sure to email the readings you pick as well as your slides to the instructor on the Wednesday prior to your presentation. (By 7 pm)

Attendance and class participation: this course is based on seminar format and the goal is to get students to actively debate, engage, and critically reflect on class material. Although class roll will be taken and unexcused absences will be sanctioned, the bulk of the grade is about the quality of your participation. Come ready to participate, challenge, and debate issues (albeit in respectful manners) If you are shy, speak to me well before week 15 when grades are almost due.

Reports from attending talks outside of class: this exercise aims at encouraging students to integrate the culture of intellectual growth on our campus. UF has many centers which thrive on organizing events, conferences, and talks. You are asked to take advantage of these opportunities at least 3 times during the semester. After you attend your selected event, produce a 400-500

word essay critically reflecting on (again not summarizing) the event. If you manage to attend more than three, you'll thank yourself later ☺

Your final cumulative score will be translated into a letter grade according to the following schedule:

93 points or higher = A; 90–92.9 = A-; 87–89.9 = B+; 83–86.9 = B; 80–82.9 = B-; 77–79.9 = C+; 73–76.9 = C; 70–72.9 = C-; 67–69.9 = D+; 63–66.9 = D; 60–62.9 = D-; <60 = E.

Information on UF's grading policies is posted at

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Useful Links:

a) For Talks/Events:

Center for African Studies at UF: <http://africa.ufl.edu/>

Center for Latin American Studies at UF: <http://www.latam.ufl.edu/>

Center for European Studies at UF: <http://ces.ufl.edu/>

Women's Studies and Gender Research at UF: <http://www.wst.ufl.edu/>

Masters of Sustainable Development program at UF: <http://mdp.africa.ufl.edu/>

b) For News and Current Affairs:

Foreign Policy Magazine <http://foreignpolicy.com/>

Al Jazeera News <http://america.aljazeera.com/>

Financial Times <http://www.ft.com/home/us>

The New York Times <http://www.nytimes.com/>

Course policies:

- **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 <http://www.dso.ufl.edu/students.php>.

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 in Sakai, 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

Email address Policy:

Any communication with the instructor is to be conducted via ufl.edu addresses. Please keep other email addresses and social media platforms to other purposes than contacting me about course-related matters.

Important Dates:

Classes Begin	August 24
Official University Holidays - no classes	Labor Day - September 7, Homecoming: November 6 – 7, Veterans Day: November 11, Thanksgiving: November 25 – 28
ASA Annual Meeting – no class	November 20
Exam 1	Is handed on 10/16 and due on 10/23 at 8:30 am
Exam 2	Is handed on 11/13 and due on 11/20 at 8:30 am
Reading Days - no classes	December 10-11
Final Exams	December 12, 14-18

Course schedule

**PART I - DIVERGENCES: WHY ARE SOME NATIONS POOR AND SOME RICH?
CHALLENGES TO DEVELOPMENT**

Week 1 (August 24 – 28) Historical Context

- M. a) Introduction to the course and syllabus walk through (no readings)
- W. a) Mahmood Mamdani (1996). Chapter 2 in “Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism,” pp 37–61 on course reserve
- b) David Landes (1999). *The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor*. Chapters 1 and 2 pp 3–28 on course reserve
- c) Tilly, Charles. "Coercion, Capital, and European States [1990]." *Contemporary Sociological Theory* (2012): 251-265
- F. a) Nathan Nunn and Leonard Wantchekon, “[The Slave Trade and the Origins of Mistrust in Africa](#)” *American Economic Review* 101 (December 2011): 3221–3252
- b) Bates, Robert H., John H. Coatsworth, and Jeffrey G. Williamson. 2007. "[Lost Decades: Post-independence Performance in Latin America and Africa](#)." *The Journal of Economic History*

Week 2 (August 31 – September 4) Understanding Development

- M. a) Arturo Escobar, Chapters 1 & 2 pp 3 – 54

- b) Amartya Sen, 1998. “[The Concept of Development](#),” Handbook of Development Economics, Volume 1, Edited by H. Chenery and T.N. Srinivasan (on course reserve)
- W. a) Pomeranz Kenneth, 2000. Europe before Asia? Population, Capital Accumulation, and Technology in *Explanations of European Development* pp 31 -69 (on course reserve)
 - b) Deborah Brautigam, pp 1–29
 - c) Morten Jerven on African Economic Growth [EconTalk](#) from June 22nd, 2015
- F. a) Information Search Session for Rich/Poor Nations course by Dr. David Schwieder, the Political Science Librarian (no reading but take notes in class)

Week 3 (September 7 – 11) Development Traps

- M. Labor Day (no class)
- W. a) Tom Burgis, Chapter 2 pp 28–60
 - b) Paul Collier, Chapters 2 & 3 pp 17–52
 - c) Banerjee, Abhijit, and Esther Duflo. 2011. Chapter 1 in *Poor economics: a radical rethinking of the way to fight global poverty*. (Course reserve)
- F. a) Paul Collier, Chapters 4 & 5 pp 53–78
 - b) Nunn, Nathan, and Diego Puga. 2010. “Ruggedness: The Blessing of Bad Geography in Africa.” *Review of Economics and Statistics* 94 (1): 20–36.
 - c) Olken, Benjamin A., and Rohini Pande. 2012. “[Corruption in Developing Countries](#).” *Annual Review of Economics* 4 (1): 479–509 (recommended reading)

Week 4 (September 14 – 18) Understanding the Resource Curse(s)

- M. a) Benjamin Smith, introduction and Chapter 1 pp 1–41
 - b) Tom Burgis, Introduction and Chapter 1 pp 1–28
 - c) Ian Taylor. 2014. “Chinese interest in Nigeria's oil and the American context”. *Canadian Journal of African Studies* Volume 48, Issue 3, 2014
- W. a) Benjamin Smith, Chapter 5 pp 168–191
 - b) Tom Burgis, Chapter 3 pp 61–80
 - c) Christa Brunnschweiler, 2008. “Cursing the Blessings? Natural Resource Abundance, Institutions and Economic Growth”. *World Development* 36, 3: 399-419.
- F. a) J.R Mailey, 2015. “The Anatomy of the Resource Curse: Predatory Investment in Africa’s Extractive Industries.” for [Africa Center for Strategic Studies](#)
 - b) Tom Burgis, Chapter 4 pp 81–102

Week 5 (September 21 – 25) Which Growth Model for whom?

- M. a) Deborah Brautigam, pp 43 – 70
- b) Doner, R., Ritchie, B., and Slater, D., 2005. “Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective.” *International Organization*, 59, 327-361.
- c) Lee Kuan Yew's Singapore An astonishing record
<http://www.economist.com/blogs/graphicdetail/2015/03/lee-kuan-yews-singapore>
- W. a) Deborah Brautigam, pp 232 – 259
- b) Abramovitz, M. 1986. “Catching up, forging ahead, and falling behind.” *Journal of Economic History*, 46(2), 385–406.
- c) Zeng, D, 2010. “Building engines of growth and competitiveness in China: Experience with special economic zones and industrial clusters.” *World Bank Publications*.
- d) World Economic Forum [report](#). June 2015 “Why Africa needs to become more like China.” (Recommended reading)
- F. a) [Interview](#) with Lee Kuan Yew (October 2009)
- b) Anthony Fensom, 2012. “Is Singapore Worth Emulating?”
<http://thediplomat.com/2012/11/is-singapore-worth-emulating/>
- c) Justin Yifu Lin: Exporting China's Economic Model on [YouTube](#)

****LAST CHANCE TO SUBMIT FIRST REPORT FROM ATTENDING A TALK**

PART II – MURKY MIDDLES IN POOR AND RICH NATIONS: ARE EMERGING ECONOMIES CHANGING OR BACKING THE INTERNATIONAL ORDER?

Week 6 (September 28 – October 2) BRICS and Development

- M. a) "BRICS and the New World Order: A Beginners Guide"
<http://www.saiia.org.za/research-reports/the-brics-and-the-new-world-order-a-beginners-guide>
- b) Ian Taylor, Introduction and Chapter 1 pp 1–33
- c) Deborah Brautigam, pp 105–130
- W. a) [\\$17 Trillion Reason Why the BRICS Summit](#) Is a Big Deal
- b) Why Do Brazil, Russia, India, and China Need BRICS? A [Carnegie publication](#).
- c) BRICS, Brazil, and Africa <http://www.saiia.org.za/multimedia/saiia-podcast-20-brics-brazil-and-africa> (recommended reading)

d) Russia - Africa relations <http://www.saiia.org.za/news/russia-and-africa-relations-on-the-brink-of-revival>

- F. a) Why south-south co-operation is a myth when it comes to BRICS and Africa, August 2015. An article for the [Conversation](#).
- b) Johnson Michael, June 2015. Why Emerging Markets Will Dominate the Global Economy, in 10 Charts. A [report](#) for All Emerging Markets.

Week 7 (October 5 – 8) New Silk Road, AIIB, BRICS Bank

- M. a) Merlin Linehan, 2015. “Chinese grand strategy and the new Silk Road”. An online [publication](#).
- b) Chris Alden and Elizabeth Sidiropoulos, 2015. “Silk, Cinnamon and Cotton: Emerging Power Strategies for the Indian Ocean and the Implications for Africa.” *SIIA Policy Insights No 18, June 2015*
- W. a) Zhu Jiejun *New south–south co-operation and the BRICS new development bank*. BRICS insights Paper.
- F. a) Carry Huang, April 2015. “57 nations approved as founder members of China-led AIIB.” An article for the [South China Morning Post](#).
- b) Rebecca Liao, July 2015. “Out of the Bretton Woods, How the AIIB is Different.” in [Foreign Affairs](#).
- c) Robert Bestani, August 2015. “AIIB: much ado about very little.” a [publication](#) for the *Development Policy Center*

Week 8 (October 12 – 16) South-to-South Aid and Good Governance

- M. a) Kishi & Raleigh 2015 [working paper](#) “China’s Aid and Africa’s Pariah States”
- b) Christine Hackenesch, 2015. “[Not as bad as it seems](#): EU and US Democracy Promotion Faces in China in Africa.” *Democratization* 22:3, 419-437
- c) William Easterly, 2009. "[Can the West Save Africa?](#)" *Journal of Economic Literature*
- W. a) Deborah Brautigam, 11 pp 273 – 307
- b) Does foreign aid improve governance? Busse and Steffen Gröning volume 104 (2009) 76–78
- c) William Easterly. [Planners vs. Searchers in Foreign Aid](#), *Asian Development Review*, 23, no. 2, (2006): 1-35
- F. a) Ian Taylor, Chapters 2 and 4 pp 34–55 and 78–101
- b) Morten Jerven, 2007. “Asian Models for Aid: Is There a Non-Western Approach to Development Assistance?” a CMI [report](#).

c) Podcast with [Binyavanga Wainaina](#): The Ethics of Aid: One Kenyan’s perspective.

*** FIRST EXAM QUESTIONS HANDED

Week 9 (October 19 – 23) Recalling IMF and WB ‘Treatments’ towards Developing Economies and Greece

- M. a) Manuel Pastor, “The Effects of IMF Programs in the Third World: Debate and Evidence from Latin America.” *World Development* 15 (2), 1987: 249-262.
- b) Diane Elson, 1997. “Male bias in Macro-economics: The Case of Structural Adjustment.” In D. Elson (ed.), *Male Bias in the Development Process*, chapter. 7
- W. a) Oxfam Case Study, September 2013. [The true cost of austerity and inequality Greece Case Study](#)
- b) IMF in Greece – July 2015- [What can Africa learn from the Greek crisis?](#) Africa is a Country online magazine.
- c) New York Times International Business July 2015 - [Greece’s Debt Crisis Explained](#)
- F. a) Ngaire Woods, 2010. “Global Governance after the Financial Crisis: A New Multilateralism or the Last Gasp of the Great Powers?” *Global Policy*, Volume 1, Issue 1, pp 51 – 63
- b) What does China's shock yuan devaluation mean for Africa? [Deborah Brautigam for CNN](#), and How The Devaluation Of The Yuan Could Have Long-Lasting Effects in Africa – [NPR interviews Deborah Brautigam](#)

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*** FIRST EXAM RESPONSES DUE ON CANVAS (10/23/2015 at 8:30 am)

Week 10 (October 26 – 30) BRICS challenges, Turkey, Mexico and the rise of the rest?

- M. a) Ruchir Sharma, March 2014. “To see the problems of emerging markets look to Turkey”, in the [Financial Times](#).
- b) Alen Mattich, May 2015. “Here’s a Hopeful Sign for Emerging Markets”, a commentary for the [Wall street journal](#).
- c) Ian Bremmer, January 2015. “Forget the BRICS: The new world of business.” A [commentary for the Fortune](#) magazine.
- W. a) Oscar Guardiola-Rivera. “What if Latin America Ruled the World?” pp. 1-18
- b) Joe Leahy. “Brazil: The First Big ‘Soft’ Power.” for the [Financial Times](#).

- c) Glenn Barklie, July 2015. “Vietnam leads emerging market Greenfield FDI performance index” for the [*Financial Times*](#).
- F. a) Uri Dadush and Bennett Stancil, 2010. “The World Order in 2050, a Carnegie Endowment for International Peace” [*Policy paper*](#).
- b) Fabiano Mielniczuk, 2013. “BRICS in the Contemporary World: changing identities, converging interests.” *Third World Quarterly* Volume 34, Issue 6.
- c) Philip Nel & Ian Taylor, 2013. “Bugger thy Neighbour? ibsa and South–South Solidarity.” *Third World Quarterly* Volume 34, Issue 6 (recommended reading)

PART III: CONVERGENCES: GLOBAL TRENDS AND ISSUES FACING BOTH RICH AND POOR NATIONS

Week 11 (November 2 – 6) Gender and political participation in Rich and Poor Nations

- M. a) Map of gender quotas for the national legislature as of October 2014 <https://acrowinghen.files.wordpress.com/2014/10/quotas-map1.jpg>, and the UN Women facts and stats about [political leadership](#) and [parliamentary participation](#).
- b) Daniel Stockemer, 2014. “Women’s descriptive representation in developed and developing countries.” *International Political Science Review* 1–16
- c) Vibeke Wang, 2013. “Women changing policy outcomes: Learning from pro-women legislation in the Ugandan Parliament” in *Women's Studies International Forum* [Volume 41, Part 2](#), pp 113–121
- d) Ragnhild L. Muriaas and Vibeke Wang, 2012. “Executive dominance and the politics of quota representation in Uganda” in *The Journal of Modern African Studies*, [Volume 50, Issue 02](#), pp 309 - 338
- W. a) Jacqui True et al. 2012 Women’s Political Participation Report Asia-Pacific, a social science research council [paper](#). Read the introductory part and pick a region you are most interested in for a closer examination.
- b) Mala Htun and Jennifer Piscopo, 2014. “Women in politics and policy in Latin America and the Caribbean”, a social science research council [working paper revised August 2014](#).
- c) Cheryl McEwan, 2001. “Postcolonialism, feminism and development: intersections and dilemmas in Progress.” in [*Development Studies*](#)
- F. Homecoming (no class)

Week 12 (November 9 – 13) Environment and Development in Rich and Poor Nations

- M. a) Poverty and the Environment, [World Vision](#)

- b) Asian Development Bank, December 1993. [Sustainable Development, Environment and Poverty Nexus](#)
 - c) Ruediger Kuehr Feng Wang [Rich and Poor Nations can link-up to recycle](#)
 - W. Veterans Day (no class)
 - F. a) Beina Xu, 2014. “China's Environmental Crisis.” A [Council of Foreign Relations](#) Publication.
b) Graham Long, 2015. “The Idea of Universality in the Sustainable Development Goals”, in *Ethics and International Affairs*. Article, Issue 29.2, pp 203 – 222
c) Check out the [Poverty-Environment stories](#) and select 2 to 3 cases to read
- **LAST CHANCE TO SUBMIT THIRD REPORT FROM ATTENDING A TALK**
- *** SECOND EXAM QUESTIONS HANDED**

Week 13 (November 16 – 20) Migration and Development in Rich and Poor Nations

- M. a) Tanja Bastia, 2014. “Intersectionality, migration and development.” [Progress in Development Studies](#) 14, 3 (2014) pp. 237–248
b) Allison Petrozziello. “Feminized Financial Flows: How Gender Affects remittances in Honduras-US Transnational Families.” *Gender and Development*, 19(1), 2011: 53-67
- W. a) Jorge Durand and Douglas S. Massey, “New World Orders: Continuities and Changes in Latin American Migration.” *The ANNALS of the American Academy of Political and Social Science*, 630, 2010: 20-52
b) Giorgio Gomel, 2015. “Migration and Memory in Europe.” An [article](#) for *Project-Syndicate*
c) Drew Hinshaw, 2015. “[Allure of Wealth Drives Deadly Trek](#)”, in the *Wall Street Journal*.
- F. a) Instructor will be at a conference.

***** SECOND EXAM RESPONSES DUE ON CANVAS (11/20/2015 at 8:30 am)**

Week 14 (November 23 – 27) Global Health and Development in Rich and Poor Nations

- M. a) Garrett, Laurie. 2007. “The Challenge of Global Health,” *Foreign Affairs* 86 (1) p.14
b) MERS outbreak in [South Korea](#) and its impact on [economic growth](#).
c) Understanding the Economic Effects of the 2014 Ebola Outbreak in West Africa, a [Brookings](#) report and [Ebola virus outbreak coverage](#) on CBSNews

d) Shefa Siegel. 2015. “[Ebola, Liberia, and the “Cult of Bankable Projects”](#)” in *Ethics and International Affairs*. Article, Issue 29.2, pp 3 – 13

e) Ashoka Mukpo, Aug 2015. Ebola terrified us a year ago. What did it teach us about West Africa? An [article](#) by the *Washington Post*

W. F. Thanksgiving (no class)

Week 15 (November 30 – December 4) Ethics of Inequality in Rich and Poor Nations

M. a) Ian Taylor, conclusion pp 147–161

b) Arlene B. Tickner. 2013. “[Core, periphery and \(neo\)imperialist International Relations](#)” in the *European Journal of International Relations* 19(3) 627–646

W. a) George Orwell, 1933. *Down and Out in Paris and London*. Read the first 100 pages. It’s a quick read but if you find it hard to put down feel free to finish it.

F. Wrap up.