

# Political Economy of Developing Countries

IPEC4396 & PSCI4396

Fall 2013

MW 10:00-11:15

ECSS 2.306

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## Course Pre-requisites, Co-requisites, and/or Other Restrictions

Students in this course should have taken either Global Politics (PSCI 4329), International Relations (PSCI 3328), or international economics (ECON4360/4382). Students should also know (or quickly learn) how to find articles via the library databases.

## Course Description

This course will analyze developing countries and issues of development from a variety of political economy perspectives. For example, questions we will tackle include the following: Is democracy 'good' for growth, or are autocracies better suited at streamlining an economy for growth? How have developing countries interfered in the market to achieve development and when/why has it been successful? How do natural resources affect democracy and the economy? Does the International Monetary Fund (IMF) have a positive effect on the economy or democracy? How does politics affect trade and investment flows to developing countries? Each of these questions will be examined through the powerful lens of political-economic analysis. It is therefore an ideal class for students who aspire to work in either foreign policy or with companies that operate abroad.

## Student Learning Objectives

The answers to the questions above are highly contested. Various legitimate positions can be adopted. This course therefore offers the opportunity to sharpen your analytical skills. You will learn how to impose order on messy real-world situations by making sense of the existing scholarship on the topic and determining the most adequate answer. The objective is to enable you to evaluate the validity of competing claims or arguments. This course will therefore convey the analytical ability to make prior scholarship on the topic accessible to you. In other words, you will learn how to identify different theoretical approaches to Political Economy problems and evaluate their intellectual merit on theoretical grounds. Second, the course will provide you with some basic methodological skills that enable you to obtain and understand empirical evidence to further adjudicate between competing arguments. In sum, after taking this course you will be able think about political-economy problems in a theoretically-informed and evidence-based way.

## Teaching Method

Considering the contested nature of the topic, this course offers an opportunity to prepare for a career in settings where there are no clear-cut answers, such as consulting, finance and law. However, in these jobs you will need more than the analytical skills set out as the course goals. You will also need skills that are applicable in these work environments, such as teamwork, argumentation, writing and independent project management.

I will use teaching methods that will require you to develop such workplace-related skills while you are investigating Political Economy issues. For example, the class will be divided in teams that will work together for the entire semester. During class time I will frequently pose questions and give small in-class assignments that will need to be solved by the teams in order to facilitate your ability to work in a team. Further, I will require students to produce written output, which may be in the form of memos, reflective papers or research memos. These assignments will convey basic writing and argumentation skills, which you will need at your workplace later on.

I subscribe to these teaching methods not only to prepare you for the workplace, but also from a pedagogical perspective. Scientific research shows that student learning is enhanced by providing active learning opportunities. In other words, you will learn more if I engage you with tasks than if I would simply lecture to you.

## Course readings

**Required Textbooks and Materials** Considering the cost of most books, I will not require you to purchase a textbook. Instead, the readings will consist of articles in scientific journals. Since the university provides electronic access to these journals, you can download them through the library's website at <http://www.utdallas.edu/library/>.

**Technical Equipment** I encourage you to bring your laptop. We will utilize it heavily in class.

## **Introduction**

**8/26: Introduction - Part 1**

**8/28: Introduction - Part 2**

**9/2: Labor Day – no class**

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## **UNIT 1: The state, institutions and development**

### **9/4: Growth and democratization**

Przeworski and Limongi (1997): What is endogenous democratization?

Boix and Stokes (2003): What is exogenous democratization?

### **9/9: Inequality and democratization**

Boix (2003): How does inequality affect the likelihood for democratization?

Ansell and Samuels (2010): When is democratization likely to happen?

### **9/11: Democracy and growth**

Olson (1993): Why are democracies superior to stationary bandits?

Haber (2013): Why are some authoritarian governments able to grow while other's aren't?

### **9/16: Democracy and redistribution**

Bueno de Mesquita et al. (2002): Under what conditions do politicians have an incentive to provide public goods?

Harding and Stasavage (2013): Under what conditions do politicians have an incentive to provide public goods?

### **9/18: Geography vs. Institutions**

Rodrik, Subramanian and Trebbi (2004): Why are institutions more important than geographic location?

Sachs (2003): Why is geography more important than institutions?

### **9/23: How to get good institutions**

Acemoglu and Robinson (2001): What does settler mortality 500 years ago have to do with today's economies?

Rodrik (2000): Why might Democracy be a meta-institution?

### **9/25: Property rights and development**

de Soto (2001): Why are property rights important?

Chang (2002, p.79-93): Did today's industrialized countries respect property rights in their past?

## **9/30: State intervention**

Chang (1993): Why should the state intervene in the market?

Krugman (1990): Why should the state keep out of the market?

## **10/2: The East Asian Miracle**

Wade (1990, Ch.1): How did East Asia develop?

Krugman (1994): How did East Asia develop?

## **10/7: Comparing East Asia to Latin America**

### **FIRST WRITING ASSIGNMENT DUE**

Kay (2002): How did agricultural and industrialization policies interact?

Palma (2003): How did ISI and EOI interact?

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## **UNIT 2: Natural Resources and development**

### **10/9: Natural Resources and democratization**

Ross (2001): Does oil hinder democracy?

Haber and Menaldo (2011): Does oil hinder democracy?

### **10/14: Democracy and Natural Resources**

Robinson, Torvik and Verdier (2006): Why are natural resources 'bad'?

Dunning (2005): When will a country remain dependent on natural resources?

### **10/16: Natural Resources and society**

Ross (2008): How does oil affect women?

Smith (2004): How does oil affect current governments?

### **10/21: Natural Resources and conflict**

Collier and Hoeffler (2000): How does oil lead to civil war?

Fearon (2005): How does oil lead to civil war?

### **10/23: FIRST MIDTERM**

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## **UNIT 3: Social Policy**

### **10/28: Democracy and the poor**

Rudra and Haggard (2005): Will democracy be good for the poor?

Ross (2006): Will democracy be good for the poor?

## **10/30: Globalization and the poor**

Wibbels (2006): Are welfare states possible in developing countries?

Wolf (2005, Ch.12): Does globalization constrain government spending?

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## **UNIT 4: Foreign Aid**

### **11/4: Aid Allocation**

Alesina and Dollar (2000): Who does give aid to whom and why?

Bueno de Mesquita and Smith (2009): Who does give aid to whom and why?

### **11/6: Foreign Aid and Growth**

Burnside and Dollar (2000): Does aid foster growth?

Easterly (2003): Does aid foster growth?

### **11/11: Foreign Aid and Violence**

Nielsen et al. (2011): Does aid foster violence?

Nunn and Qian (2012): Does aid foster violence?

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## **UNIT 5: Sovereign Debt**

### **11/13: The effects of IMF loans**

Vreeland (2002): How is labor affected by the IMF?

Nooruddin and Simmons (2006): Why is labor affected by the IMF?

### **11/18: The inner workings of the IMF**

Buira (2003): Why did the IMF introduce conditionalities?

Copelovitch (2010): How does the IMF determine whom to lend?

### **11/20: The demand for IMF loans**

Marchesi and Thomas (1999): Why do countries borrow from the IMF?

Vreeland (2003): Why do countries borrow from the IMF?

### **11/25: Thanksgiving – no class**

### **11/27: Thanksgiving – no class**

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## UNIT 6: Trade

### 12/2: Democracy and Trade

#### SECOND WRITING ASSIGNMENT DUE

Mansfield, Milner and Rosendorff (2003): Are democracies more likely to have trade agreements?

Kono (2006): Are democracies more likely to have trade agreements?

### 12/4: Society and Trade

Schamis (1999): Under what conditions will there be trade liberalization?

O'Rourke and Taylor (2006): Under what conditions will there be trade liberalization?

### 12/9: Summary and Review

### 12/11: SECOND MIDTERM

#### Grading Policy

**Assignments in this course** This course will use several types of assignments to assess your learning.

- 12 Reading Quizzes (5 points each = 60 points): Reading Quizzes are short in-class multiple choice tests that are administered in class. They will ask you short questions about the readings that are due that week. Their purpose is to ensure that you have done the readings, and therefore are prepared for the other in-class and team activities.
- 2 Team Peer Reviews (15 points each = 30 points): Many learning activities will involve permanent teams of 5 students which will be formed at the beginning of the semester. In order to facilitate the team working well together, each team will reach a 'memorandum of understanding' during the first week that defines how the group members expect all members to behave. Later in the semester, you will have the opportunity to assess the behavior of your teammates and evaluate how much and how well they have contributed to the work of your team. These assessments of your performance as judged by your teammates will be part of your overall performance evaluation.
- 1 Midterm (60 points): The midterm will be an in-class exam containing multiple-choice questions, short-answer questions, and essay questions.
- 2 Writing Assignments (60 points each = 120 points): Each writing assignment will ask you to compare and contrast two articles in a 5 page paper (double-spaced 12 point font, 1 inch margins).
- 1 Final (60 points): The final will be an exam containing multiple-choice questions, short-answer questions, and essay questions.
- Class Attendance and Participation (30 points): Class participation includes, but is not limited to, (a) attendance, (b) participation in class, (c) participation in group work, and (d) think-pieces or other short writing assignments.

**'One off' Policy** You are allowed to drop one of the following: the midterm or one writing assignment. In other words, you can choose either to write two writing assignments and drop the midterm, or to write the midterm and only one writing assignment. However, you are also allowed to do both writing assignments and take the midterm. In this case I will drop your lowest grade of these three assessments

and count only the two highest grades towards your final grade. The final, the reading quizzes and the peer reviews are required.

The rationale for this policy is two-fold. First, some students are good test takers, others are better writers. This policy therefore allows students to choose the assessment method that they feel most comfortable with. Second, in return for granting this option to students I do not allow for no make-up exams or extra credit. If you miss an exam or a deadline for an assignment this will count as your 'one off'. Similarly, if you want to improve on your present performance in the course you can always do all three assignments to have only the two highest grades count.

**Final course grade calculation** In sum, the assessment of your learning will be based on both your individual performance and quality of your group's output. The individual components will be weighted in the following manner:

- 12 reading quizzes: 60 points
- 1 first midterm + 1 writing assignment OR 2 writing assignments: 120 points
- 1 final: 60 points
- 2 team peer reviews: 30 points
- attendance and participation: 30 points
- **Total: 300 points**

Note: Please consider the course policies on late work, missed exams, and grade disputes at the end of this document.

## Expectations

### What I expect of my students

- Willingness to work: As a general rule, one credit represents three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the semester. In other words, you will need to invest time into this course, otherwise the benefits and the grades you will get might not be what you want.
- Classroom etiquette: You are expected to complete the assigned readings prior to the class session for which they are scheduled. Lectures and discussions will not duplicate, but instead will build on, and hence will assume prior familiarity with, assigned readings. Your active, informed and civil participation in discussion and class activities is expected. You are responsible for remaining attentive in class, arriving prepared to discuss course materials, and respecting other members of the class as you and they participate.
- Obligations to other students: You will be assigned to a team of about 5 students that will work together the entire semester. Each team will have the opportunity to agree on how the teamwork should happen. You are expected to work with your teammates in the manner that all team members agreed upon.
- Course policies: Please read the course policies that are stated at the end of this syllabus. They are important in several ways. First, they facilitate a learning experience that is as efficient and effective as possible. Further, they represent the professional code of conduct in the real world. Therefore, familiarizing yourself with them will prepare you for your later work careers.

## What you can expect from the instructor

- I offer a learning environment that challenges you in order to provide opportunities for growth. I will be prepared to the best of my abilities.
- I encourage you to explore your own ideas in response to the assigned tasks. I will be open-minded in responding to your ideas and suggestions. I will offer constructive feedback.
- I am open to constructive feedback from you on my performance. If you have ideas or suggestions, please do not hesitate to discuss them with me. I am committed to make this the best possible classroom experience.

## Course Policies

**Attendance, Participation, and Lecture Notes** Regular attendance is essential to your success in this course. Since I will be using interactive elements and group exercises during class time, it is difficult to "make up" for missed classes.

We are jointly responsible for maintaining a constructive learning environment in the classroom. Students whose behavior is disruptive either to me or to other students will be asked to refrain from such behavior or, in severe cases, to leave the classroom. Mutual respect is expected of everyone in the classroom, and personal attacks will not be tolerated. Please contact me if you have any concerns in this regard.

## Late work and missed exams

- Late papers, projects, homework, and other assignments: With regard to papers, projects and other out-of-class assignments, my late-policy is two-fold. First, due dates are due dates. Late work will be subjected to a penalty in the form of points deducted. This deduction will increase exponentially with lateness. More specifically, I will deduct 20% of the points achieved for a 12 hours delay, 50% for 24 hours, and 100% for more than 48 hours. This policy is justified as all deadlines are announced at the beginning of the semester in the syllabus (and the fact that your future boss will not be impressed if you cannot finish work assignments on time). Please note that it is always possible to hand in an assignment early.
- Missed exams: Make-up exams will not be permitted. However, you are allowed to drop the lowest grade on one of either the midterm or one of the writing assignments (see detailed description above). Thus, if you miss an exam or an assignment deadline this will count as your 'one off'.

The only exception is if you have an excused absence. This requires that you notify me **before** the assignment is administered. Coming to me several days after the test with a doctors note does not constitute sufficient grounds to let you complete your missed exam. Further, I expect you to present written documentation of the circumstances (e.g. a doctors note). I will accept the following as legitimate circumstances justifying lateness or taking a makeup exam: religious holidays, verifiable illness, serious family emergencies, subpoenas, jury duty, military service, and participation in group activities sponsored by the University. However, in all cases, you must speak to me directly, and not via email, and ahead of the exam date or assignment deadline.

Further, please note that if you arrive late to an exam you will not be given extra time to complete it. You will have to finish by end of the examination period.

If you have a serious problem affecting your studies (e.g. a major illness, family problems, or a death in the family) you must speak to me personally, not via email, and ahead of the exam or assignment deadline about any adjustments needed to complete the course. Telling me after the course has ended that your work suffered because of xyzleaves me with no options to help you. Do come and speak with me in such a situation as soon as possible.



- Missed Reading Quiz: It is not possible to make up a missed reading quiz.
- Incomplete coursework: Incompletes will be granted only in the case of documented long-term illness, and if you and I jointly complete the required paperwork with the Undergraduate Associate Dean of EPPS, which is available here:  
<http://catalog.utdallas.edu/2013/undergraduate/policies/academicincomplete-grades>
- Extra credit: Extra credit activities or coursework resubmission will not be permitted. See the ‘one off’-policy above that allows you to improve on the previously received grades if you are dissatisfied with your current standing.

**Grade disputes** It is understandable that, at times, you have questions or concerns with regard to a grade you received on one of your assignments or exams. However, in order to turn questions about your grade into a learning experience, your grade dispute will be received in the following way:

1. Cooling off period: Neither I nor my TA will consider any grade related inquiries for 48 hours after the grades have been handed out. This ‘Cooling off’-period provides the opportunity to let the initial emotions subside and think more clearly about the issue at hand.
2. Written memo: Write a short memo explaining why you believe that your answer is correct, and why you therefore should have received full points. It is expected that you address the comments that the grader has given you. Email this note to me or the TA at least 24 hours prior to meeting me or the TA during my office hours. Bring your exam with you to the office hours. This step serves the purpose of encouraging you to critically re-evaluate the answer you gave on the exam. Looking through your notes and developing a case for your answer is an additional learning opportunity.
3. First TA, then instructor: If this course has a TA, contact her or him first with your dispute (using the two steps described above). After all, she or he has graded your assignment and therefore knows best how your performance compares to the one of your classmates. However, if your meeting with the TA has not resolved the issue, then you may contact me.

**Academic Misconduct** Students are expected to do their own assigned work. If it is determined that a student has engaged in any form of Academic Dishonesty, he or she may be given an *F* or an *N* for the course, and may face additional sanctions from the University. Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of *F* or *N* for the entire course.

**Sexual Harassment** University policy prohibits sexual harassment as defined in the University Policy Statement (<http://www.utdallas.edu/legal/title9/contactharass.html> and <http://www.utdallas.edu/hrm/er/complaints/harassment.php5>). This is a serious offense, and I feel strongly about addressing it. Complaints about sexual harassment should be reported to the Dean of Students, Office of Student Life, Student Union Room 1, phone 972-883-6391 or email [gene.fitch@utdallas.edu](mailto:gene.fitch@utdallas.edu). However, I also want you to know that you can also talk to me as well about any issues that come up.

**Accommodations for Students with Disabilities** Participants with special needs are strongly encouraged to talk to me as soon as possible to gain maximum access to course information. It is important to me that everyone who wants to take this class is not prevented from doing so due to special needs. University policy is to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact the Office of Student AccessAbility and their instructors to discuss their individual needs for accommodations. The Office of Student

AccessAbility is located in SSB 3.200. Staff can be reached at [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu) or by calling 972-883-2098. For more information see <http://www.utdallas.edu/studentaccess/>. Please note, however, that if you have any concerns regarding how special needs might affect the assessment of your performance, you have to talk to me *prior* to the date of the assessment. I cannot make grade adjustments after the fact.

**Statement regarding diversity** I strongly believe that diversity is an asset rather than a liability. For one, in a globalized world you will be exposed to people who are different from you. Therefore, it is necessary to recognize that people who are different in almost all cases bring something valuable to the table: Experiences that you can learn from, insights that were not apparent to you, skills that you do not have, or knowledge that you can benefit from. It is my intention to create a learning environment in this class that allows everyone to share their unique strengths. This is not only my personal belief. After all, research shows that the best work is usually produced by groups that combine the different comparative advantages of their group members.

I therefore emphasize that I will welcome anyone to my class, regardless of your sexual orientation, religious observances, political orientation, physical characteristics, cultural background, nationality, or any other characteristic. I recognize that I myself am not perfect, but I promise you to make every effort. If you have any concerns with respect to your acceptance in the classroom I strongly encourage you to talk with me.

**Technology in the classroom** Laptops are allowed and even encouraged in the classroom. Bring yours to classes, as we will frequently use it for group activities and short in-class writing assignments. However, I do expect you to use the laptop for activities related to the class only. That is, no gaming, no facebook, no emails, no chatting. I reserve the right to administer sanctions if your behavior does not align with these expectations.

However, any other technological items such as cell phones, Ipods, MP3 players, pagers, and PDAs need to be turned OFF during class. That's right: turn it off, rather than just setting it to vibrate. The purpose for this policy is that I want to minimize distractions during class. I do want you to be focused on the learning activities that will be going on. If I notice that you are not paying attention but instead are focused on your cell phone I reserve the right to do something about it.

Further, you are not allowed to make video- or audio-recordings of the classes without my prior permission. I reserve the right to legal action in case I observe you doing so. The reason why the dialogue between professors and students should stay within the closed community of the classroom is simple. After all, academic freedom and completely honest communication in the classroom requires a certain degree of privacy for all the people in the classroom. Students and teachers alike need to be able to be frank, and they need to express their emotions honestly. A video- or audio recording will seriously impede the willingness of students to come forward and engage in an open and honest discussion.

## Communication

- **E-mail:** E-mail is the most reliable way to get in touch with me outside of class and office hours. While I may sometimes be able to return e-mail more quickly, in general you should expect a response within 48 hours.

On a more general note, here are some tips for e-mail success (and requirements for success on the job later on):

- Provide a useful and descriptive subject line (ex: Question about my thesis for Essay 1)
- Begin with a greeting (ex: "Dear Prof. Bunte") and end with a signature (ex: "Sincerely, Student"). Launching straight into the message is bad, but "Hi!" is poor form and "Hey Prof!" is an unmitigated disaster. "Dear" and "Hi" are fine, so long as you follow both by a name or title: "Hi Professor" or "Hi Mr. Bunte".

- Be clear and concise. Write short messages, make clear requests, get to your point rapidly, and offer to provide more information rather than launch into your life story.
  - Check to see whether your question is already answered in the syllabus or other course materials before sending an e-mail. Also, don't ask for information before you've looked on Google. "Can you send me paper X?" is annoying.
  - Use your official school email address. The email address from high school like "hotmuffin92@hotmail.com" and "mikeyg@gmail.com" are just not appropriate.
  - Form: Capitalize and punctuate.
- **Office Hours:** I will hold regular office hours (see the top of this document). I am committed to being available to you for questions and concerns. However, in return, I ask you to observe some simple guidelines:
    - If you make an appointment to see me at my office, be on time. If you are late and I do not have to be there, I will leave. Do not show up for office hour appointments with me if you are drunk, stoned, or hung-over.
    - If during an appointment, you take out a cell phone and take or make a call, I will ask you to leave. I regard that as rude.
    - If you come to see me at my office and another student is already speaking to me, do not enter my office or stand in the doorway. Please go around the corner and wait your turn. Every student deserves privacy when discussing class issues with me.

**Statement on classroom conduct / general etiquette guidelines** The following suggestions embody some general guidelines of courtesy that I strongly recommend.

- Do not carry on side discussions while someone else is speaking.
- Do not begin gathering or packing your belongings until class is dismissed.
- Learn my name and the Teaching Assistants' names. I have met students who after a term in my class could not name me. As Shania Twain states, that does not impress me much. You should want to know your professors, and you should want them to know you, especially if you will require reference letters from them to go on to graduate school, a professional college, or to get a job.
- The Teaching Assistants and I are happy to help you. But remember that we are not your servants. You are my student, not my client.
- Please do not tell me that you need an A in my class to get into law school/teachers college or to remain in the dorms or on a University sports team. As I have laid out above, such things are not part of my formal evaluation process. I can grade only the quality of work that you give to me.
- Please do not tell me that you are getting As in your other classes if you are not doing as well in my class as you would like. I do not grade your other course work.

### **UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

**The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.**

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