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Government 271  
Wesleyan University  
Spring 2020

Office Hours:  
Tues. 2:00-4:00 PM  
PAC 219

Class Meetings:  
Tues. & Thurs., 10:20-11:40 AM  
PAC 104

### **Political Economy of Developing Countries**

Human development has advanced more, faster, and more steadily in some developing countries than in others. If we knew why, we would have knowledge that could be put to good use. To find out why, we need to clarify what human development means and how it should be measured. That is the task of the first section of the course.

The second section of the course compares development contexts, policies, and outcomes in East Asia and Latin America, notably South Korea, Taiwan, Argentina, and Brazil. Human development has advanced in both regions over the past 60 years, but the East Asian societies have achieved faster economic growth and lower income inequality. We identify policies that contributed to this outcome (that's the policy impact part), and inquire into why similar policies were not implemented everywhere (that's the political economy part). We also explore policies and circumstances that helped Chile and Costa Rica match South Korea and Taiwan at raising life expectancy and reducing infant mortality, despite suffering from slower economic growth and higher income inequality.

The third section of the course explores the dynamics of poverty and explores how poverty has been fought. We analyze the ways in which hunger, disease, population growth, lack of education, and biases against women and minority groups reinforce one another, and assess the advantages and disadvantages of markets, states, and multiple forms of public action in fighting endemic hunger and preventing famine.

The fourth section of the course examines aspects of human development in Chile, Tanzania, and Bangladesh. In Chile the dictatorship of Augusto Pinochet suppressed democracy and committed severe human rights violations, but engineered one of the fastest drops in infant mortality in history. In Tanzania the one-party government of Julius Nyerere restructured an entire society in an effort to improve the lot of the poor, but ultimately improved the well-being of Tanzanians at no more than a glacial pace. In Bangladesh the Grameen Bank, which makes tiny loans to destitute rural women at market rates of interest, initiated a global microfinance movement that has reached more than 200 million clients. We'll explore how social scientists evaluate the efficacy of development programs, assess the achievements and shortcomings of the Grameen Bank, and examine the reasons behind the Grameen Bank's successes and failures.

## **Course Requirements**

The course requirements are class participation, two examinations, and a research project consisting of a spreadsheet, a research design, and a research paper.

### Summary of Due Dates and Final Grade Weightings

Spreadsheet	February 14 (Fri.)	5%
First Examination	March 5 (Thu.)	25%
Research design	April 3 (Fri.)	10%
Second Examination	May 5 (Tue.)	25%
Research Paper	May 12 (Tue.)	25%
Class Participation		10%

### **Electronics and Honor Code**

Cell phones, laptops, tablets, digital assistants, and other potentially disruptive or distracting electronic devices should be stowed away and not consulted at any time during the class session. Any instance of cheating or plagiarism will suffice for a grade of "F" for the entire course.

### **Examinations**

Each exam is closed-book, closed-note. The first exam will be given during the class period on Thursday, March 5. It will cover the material to date. The second exam will be given during the class period on Thursday, May 5. It will cover the material from March 24 to May 3.

### **Research Project**

The research project consists of a spreadsheet, a research design, and a research paper. Each is devoted to explaining how well a particular developing country did on a particular dimension of development over a particular time period.

The spreadsheet involves choosing a developing country, a development indicator, and a time period. You collect quantitative data on the indicator in your country during your time period, create tables and graphs with the data, and pose research questions based on your observations.

The spreadsheet allows you to observe, descriptively, what is distinctive -- unusually good, unusually poor, or (equally unusually) right on average -- about your country's performance on an indicator over a time period, in terms of level achieved, overall progress made, and/or steadiness of progress (lack of volatility) over the time period. You compare your country's performance on the indicator during the time period to that of an external referent, such as the world region in which the country is located (South Asia, Latin America, etc.), or some other appropriate reference group of countries.

G271F20SpreadsheetAssignment.pdf, posted on the February 10 - 16 section of the course Moodle, is a memo detailing the full spreadsheet assignment. Posted just below this memo are sample spreadsheets for GDP per capita (Botswana 1996-2016), infant mortality (Peru 1990-2018), and the male-to-female ratio in the 0-4 age group (China 1950-2020).

In the research design, you propose an explanation for why your country performed well, or poorly, on a particular indicator during a particular span of years, in comparison to the performance of a similar group of countries on the same indicator during the same time period.

G271F20ResearchDesignAssignment.pdf, posted on the March 30 - April 5 section of the course Moodle, is a memo detailing the full research design assignment. The research design is a 3-5 page essay that identifies historical legacies, social structures, political regime forms (democratic vs. authoritarian, etc.), and government policies that help explain why the country you chose during the time period you chose performed well or poorly on the indicator you chose.

The research paper (10-12 pages) is an expanded, revised, and polished extension of the research design. It may include wording from the research design, but should also include revisions based on careful consideration of the feedback (including writing feedback) that the instructor provided on the spreadsheet and the research design.

### **Obtaining Course Readings**

All readings are on the course Moodle site except for the Sen book, which is available in paperback at the Wesleyan Bookstore. Two copies are also on 2-hour reserve in Olin.

Amartya Sen, Development as Freedom. New York: Anchor Books, 2000. Reprint edition.  
Paperback ISBN 9780385720274

### **Accessibility Services**

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodation, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and must provide documentation of the disability. Accommodation may require early planning, and retroactive requests for accommodation are not usually granted. Accordingly, if you believe that you need accommodation for a disability, please contact Dean Patey in Accessibility Services ([accessibility@wesleyan.edu](mailto:accessibility@wesleyan.edu)), located in North College, Room 021, or call 860/685-5581 for an appointment to discuss your needs and to review the process for requesting accommodation.

### Summary of Course Schedule

Th Jan 23	Overview of the Course
Tu Jan 28	Functionings, Capabilities, and Human Development
Th Jan 30	The Real Wealth of Nations
Tu Feb 4	Development in Latin America and East Asia: An Overview
Th Feb 6	Import Substitution in Latin America, 1930-1985
Tu Feb 11	Free-Market Reform in Latin America, 1985-2000
Th Feb 13	State-Centric Reform in Latin America, 2000-2020 [ <b>Spreadsheet due Fri Feb 14</b> ]
Tu Feb 18	Macroeconomic and Industrial Policies in South Korea and Taiwan
Th Feb 20	[No class - instructor away at a conference]
Tu Feb 25	Land Reform and Education in East Asia and Latin America
Th Feb 27	Colonialism, Communism, and Social Classes in East Asia and Latin America
Tu Mar 3	Natural Resources and Development in East Asia and Latin America
Th Mar 5	<b>First examination</b>
Tu Mar 24	Democracy and Development
Th Mar 26	Endemic Hunger and Famine
Tu Mar 31	Security vs. Opulence
Th Apr 2	Gender and Survival I [ <b>Research design due Fri Apr 3</b> ]
Tu Apr 7	Gender and Survival II
Th Apr 9	Chile: Development under Pinochet, 1973-1990
Tu Apr 14	Chile: Development and Democracy, 1990-2020
Th Apr 16	Tanzania in Historical Perspective
Tu Apr 21	Tanzania: Nyerere and Ujamaa
Th Apr 23	The Grameen Bank in Bangladesh: Origin and Operation
Tu Apr 28	How Would You Know if a Development Program Worked?
Th Apr 30	What Microfinance Can and Can't Do
Tu May 5	<b>Second examination</b>
Tu May 12	<b>Term paper due: please upload to Moodle by 5 PM</b>

## TOPICS AND READINGS

Th Jan 23 Overview of the Course

### I. What is Development?

Tu Jan 28 Functionings, Capabilities, and Human Development

Sabina Alkire and Séverine Deneulin, "The Human Development and Capability Approach." Chapter 2 in Séverine Deneulin with Lila Shahani, eds., An Introduction to the Human Development and Capability Approach: Freedom and Agency. London: Earthscan, 2009, 22-48.

Ivan Illich, "Outwitting Developed Nations." Chapter 2 in Ivan Illich, Toward a History of Needs. New York: Bantam, 1977, 63-79.

Th Jan 30 The Real Wealth of Nations

UNDP [United Nations Development Programme], Human Development Report 2010: The Real Wealth of Nations. New York: Palgrave Macmillan, 2010. Chs. 2 and 3, pp. 25-64.

### II. Development Divergence in East Asia and Latin America

Tu Feb 4 Development in East Asia and Latin America: An Overview

Rhys Jenkins, "The Political Economy of Industrialization: A Comparison of East Asian and Latin American Newly Industrializing Countries." Development and Change 22 No. 2 (April 1991), 197-231.

Th Feb 6 Import Substitution in Latin America, 1930-1985

Peter Kingstone, The Political Economy of Latin America: Reflections on Neoliberalism and Development After the Commodity Boom. 2nd ed. New York: Routledge, 2018, Chapters 1 and 2.

Tu Feb 11 Free-Market Reform in Latin America, 1985-2000

Peter Kingstone, The Political Economy of Latin America: Reflections on Neoliberalism and Development After the Commodity Boom. 2nd ed. New York: Routledge, 2018, Chapters 3 and 4.

- Th Feb 13      State-Centric Reform in Latin America, 2000-2020
- Peter Kingstone, The Political Economy of Latin America: Reflections on Neoliberalism and Development After the Commodity Boom. 2nd ed. New York: Routledge, 2018, Chapters 5 and 6.
- Fr Feb 14      Spreadsheet due: Please upload to Moodle by 5 PM**
- Tu Feb 18      Macroeconomic and Industrial Policies in South Korea and Taiwan
- F. Gerard Adams and IngerMarie Davis, "The Role of Policy in Economic Development." Asian-Pacific Economic Literature 8.1 (May 1994), 8-26.
- Th Feb 20      [No class -- instructor away at a conference]
- Tu Feb 25      Land Reform and Education in East Asia and Latin America
- José E. Campos and Hilton Root, "Wealth-Sharing Mechanisms." Chapter 3 of Campos and Root, The Key to the Asian Miracle. Washington, DC: Brookings Institution Press, 1996, 50-75.
- Th Feb 27      Colonialism, Communism, and Social Classes in East Asia and Latin America
- Bruce Cumings, "The Origins and Development of the Northeast Asian Political Economy." Chapter 2 in Frederick C. Deyo, ed., The Political Economy of the New Asian Industrialism. Ithaca: Cornell University Press, 1987, 44-83.
- Tu Mar 3      Natural Resources and Development in East Asia and Latin America
- William Gochberg and Victor Menaldo, "The Resource Curse Puzzle Across Four Waves of Work." Chapter 21 in Thijs van de Graaf et al., eds., The Palgrave Handbook of the International Political Economy of Energy. London: Palgrave Macmillan, 2016, 505–525.
- Christine Ebrahim-zadeh, "Dutch Disease: Too Much Wealth Managed Unwisely." Finance and Development 40 No. 1 (March 2003), 50-51.
- C. N. Brunnschweiler and E. H. Bulte, "Linking Natural Resources to Slow Growth and More Conflict." Science 320 (2 May 2008), 616-617.
- Th Mar 5      **First examination, 10:20 to 11:40 AM**

### III. Development as Freedom

- Tu Mar 24      Democracy and Development  
 Sen, Development as Freedom, 36-37, 74-76, Ch. 6 (146-159), Ch. 10 (227-248).
- Th Mar 26      Endemic Hunger and Famine  
 Jean Drèze and Amartya Sen, Hunger and Public Action. Oxford, UK: Clarendon Press, 1989, Chapter 9 (165-178). Distributed in class.  
 Sen, Development as Freedom, Ch. 7 (160-188).
- Tu Mar 31      Security vs. Opulence  
 Jean Drèze and Amartya Sen, Hunger and Public Action. Oxford, UK: Clarendon Press, 1989, Chapter 10 (179-203) and Chapter 12 (226-253).  
 Sen, Development as Freedom, 19-24, 41-53, Ch. 4 (87-110).
- Th Apr 2      Gender and Survival I  
 Sen, Development as Freedom, 104-107, Ch. 8 (189-203).
- Fr Apr 3      Research design due: Please upload to Moodle by 5 PM**
- Tu Apr 7      Gender and Survival II  
 Elizabeth Croll, "Amartya Sen's 100 Million Missing Women." Oxford Development Studies 29 No. 3 (October 2001), 225-244.  
 Monica Das Gupta, "Return of the Missing Daughters." *Scientific American* 317 No. 3 (September 2017), 82-85.
- Th Apr 9      Chile: Development under Pinochet, 1973-1990  
 Pamela Constable and Arturo Valenzuela, "The Poor." Chapter 9 in Constable and Valenzuela, A Nation of Enemies: Chile Under Pinochet. New York: Norton, 1991, 222-246.  
 Alejandro Foxley and Dagmar Raczynski, "Vulnerable Groups in Recessionary Situations: The Case of Children and the Young in Chile." World Development 12 No. 3 (March 1984), 223-246.  
 Review Drèze and Sen, 229-239.

- Tu Apr 14      Chile: Development and Democracy, 1990-2020  
Judith Teichman, "Chile: Moving toward Greater Inclusion, from Political Polarization to Consensus." Chapter 5 in Teichman, The Politics of Inclusive Development. New York: Palgrave Macmillan, 2016, 105-132.
- Th Apr 16      Tanzania in Historical Perspective  
Michael F. Lofchie, "Introduction: A Tanzanian Overview." Chapter 1 in Lofchie, The Political Economy of Tanzania: Decline and Recovery. Philadelphia: University of Pennsylvania Press, 2014, 1-26.  
John Iliffe. "The Creation of Tribes." Chapter 10 in Iliffe, A Modern History of Tanganyika. Cambridge, UK: Cambridge University Press, 1979, 318-341.
- Tu Apr 21      Tanzania: Nyerere and Ujamaa  
Julius Nyerere, "Ujamaa: The Basis of African Socialism," "Socialism and Rural Development." In Knud Svendsen and Merete Teisen, Self-Reliant Tanzania. Dar es Salaam: Tanzania Publishing, 1969, 158-166, 246-266.  
James C. Scott, "Compulsory Villagization in Tanzania." Chapter 7 in Scott, Seeing Like a State. New Haven: Yale University Press, 1998, 223-261
- Th Apr 23      The Grameen Bank in Bangladesh: Origin and Operation  
Asif Dowla and Dipal Barua, "Classical Grameen and Its Impacts." Chapter 2 in Dowla and Barua, The Poor Always Pay Back: The Grameen II Story. Bloomfield, CT: Kumarian Press, 2006, 15-69.
- Tu Apr 28      How Would You Know if a Development Program Worked?  
Jonathan Bauchet and Jonathan Morduch, "An Introduction to Impact Evaluations with Randomized Designs." Financial Access Initiative Research Framing Note, March 2010, 1-21.  
Esther Duflo and Michael Kremer, "Use of Randomization in the Evaluation of Development Effectiveness." Chapter 10 in George Keith Pitman, Osvaldo N. Feinstein, and Gregory K. Ingram, eds., Evaluating Development Effectiveness. New Brunswick, NJ: Transaction Books, 2005, 205-232.
- Th Apr 30      What Microfinance Can and Can't Do  
David Roodman, Due Diligence: An Impertinent Inquiry into Microfinance. Washington, DC: Center for Global Development, 2012, 1-14, 268-292.
- Tu May 5      **Second examination, 10:20 to 11:40 AM**
- Tu May 12      **Term paper due: please upload to Moodle by 5 PM**