

James McGuire
110 Mt Vernon Ofc 204, (860) 685-2487
<http://jmcguire.faculty.wesleyan.edu/>
jmcguire@wesleyan.edu

GOVT/LAST/CEAS 271
Wesleyan University
Spring 2022

Office Hours:
Tues. 2:00-3:30 PM
or by appointment

Class Meetings:
Tues. & Thurs., 10:20-11:40 AM
Zilkhah 202

Political Economy of Developing Countries

Human development has advanced more, faster, and more steadily in some countries than in others. If we knew why, we would have knowledge that could be put to good use. To find out why some countries have developed more successfully than others, we have to start out by clarifying how human development should be conceptualized and 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. Human development has improved in both regions, but the East Asian societies have achieved faster economic growth and lower income inequality than Latin American societies. We identify policies that contributed to faster economic growth and lower income inequality in East Asia, and explore why similar policies were not implemented in Latin America. We also identify policies and circumstances that help to explain why some societies in Latin America matched the top performers in East Asia at raising life expectancy and reducing infant mortality, despite experiencing slower economic growth and higher income inequality.

The third section of the course uses the capabilities perspective associated with Amartya Sen and Martha Nussbaum to assess how hunger, disease, population growth, lack of education, and biases against women and minority groups reinforce one another, and to identify the advantages and disadvantages of markets, states, and public action in fighting endemic hunger and preventing famine.

The fourth section of the course uses case studies of Chile, Tanzania, and Bangladesh to try to illuminate some paradoxes of human development. In Chile the Pinochet dictatorship (1973-1990) suppressed democracy and violated human rights, but enacted maternal and infant nutrition and health care policies that contributed to one of the steepest infant mortality declines ever observed. In Tanzania the government of Julius Nyerere (1962-1985), after outlawing opposition parties, enacted a huge resettlement program to try to improve the well-being of the poor, but failed to achieve this goal. We close by evaluating a market-based initiative aimed explicitly at improving human development. In Bangladesh the Grameen Bank, which makes tiny loans to poor women at market rates of interest, precipitated a global microfinance movement that has reached more than 200 million clients. We'll explore how social scientists evaluate the efficacy of microfinance programs, assess the achievements and shortcomings of these initiatives, and examine some of the reasons behind microfinance's successes and failures.

Course Requirements

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

Summary of Due Dates and Final Grade Weightings

23 reading quizzes	One before each class	20%
Other class participation		5%
Spreadsheet	February 18 (Fri.)	10%
First Examination	March 10 (Thu.)	20%
Second Examination	May 3 (Tue.)	20%
Research Paper	May 10 (Tue.)	25%

Honor Code

Any instance of cheating or plagiarism will suffice for a grade of "F" for the entire course.

Reading Quizzes

The quizzes are posted on the Moodle segment for each class session. They involve multiple-choice questions on each reading. Many of the class sessions have just one reading, although several sessions have either two or three. The multiple-choice questions have four possible answers, only one of which is correct. The total number of questions you will get on the quiz for each class session varies from 2 to 3, depending on how many readings were assigned and how many good questions I thought up. The quizzes are designed (1) to highlight important issues in the reading, (2) to acquaint you with the method of multiple working hypotheses, and (3) to communicate information. The quiz questions can be challenging, but are never deliberately tricky or funny. If you keep up and do the reading attentively, you'll do well. You are allowed, indeed encouraged, to see your questions *before* you do the reading. The quizzes on each class session open up at noon on the day that the previous class session ends, and must be completed by 9:00 AM on the day for which the reading is assigned.

You will hardly ever have much luck Googling for the answer to a quiz question, because most of the questions are not about factual matters, but about an author's interpretation of an historical process or event. Also, you are honor-bound not to ask your classmates (or anyone else) for assistance on the quizzes. "Deception concerning adherence to the conditions set by the instructor for a formal academic exercise" is [Provision 5 of the Wesleyan Honor Code](#). The quiz is a formal academic exercise, and the conditions I am setting for it are that you may neither request assistance from anyone on your quiz questions, nor may you give assistance to anyone else on their quiz questions. That said, asking a classmate for assistance isn't going to do you much good, because the questions you will get on each reading are selected randomly from a much larger pool of questions. There are many multiple-choice questions in the pool for each class session, and the random process will select only two or three, making it very unlikely that your would-be co-conspirator will have gotten the same questions as you have received.

Examinations

Each exam is closed-book, closed-note. The first exam will be given during the class period on Thursday, March 10. It will cover the material to date. The second exam will be given during the class period on Tuesday, May 3. It will cover the material from March 22 to April 28.

Research Project: Spreadsheet and Research Paper

The research project evaluates how well a particular developing country did on a particular dimension of development over a particular time period.

You choose 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, pose research questions based on your observations, and find academic sources to explore your topic. You summarize this work initially in a spreadsheet submitted on February 18, 2022, then develop it into a research paper due May 10, 2022.

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, or tempo of progress during 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.

G271F22SpreadsheetAssignment.pdf, posted on the February 18 section of the course Moodle, is a memo detailing the full spreadsheet assignment. Posted just below this memo are sample spreadsheets for economic output per capita (Botswana 1990-2020), infant mortality (Peru 1990-2019), and the male-to-female ratio in the 0-4 age group (China 1950-2020).

In the research paper (10-12 pages), you build on the quantitative analyses you produced for your spreadsheet to propose an explanation for why your country, compared to other similar countries, performed well, or poorly, on a particular indicator during a particular span of years. You should identify 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.

Finding Sources

For books and chapters in books, search the [online catalog](#). For articles and manuscripts try the [databases](#) on the library web page as well as in [Google Scholar](#). Wesleyan will have access to many of the materials you find in these databases, but some may be available only through [interlibrary loan](#) (articles usually take only a couple of days; books may take a couple of weeks). You can also find sources by following up footnotes and bibliographical references (recent books and articles are best). For an individualized research session with a reference librarian, just fill out this form: <https://www.wesleyan.edu/libr/research/prs-form.html>

Additional sources of cross-national statistical data are linked at <http://jmcguire.faculty.wesleyan.edu/welcome/cross-national-data/>

Obtaining Course Readings

All readings are on the course Moodle site. The Sen book is available in paperback at the Wesleyan Bookstore. The assigned sections of the Sen book are also posted on the course Moodle.

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 accommodations, a student must have a disability as defined by the ADA. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible.

If you have a disability, or think that you might have a disability, please contact [Accessibility Services](#) in order to arrange an appointment to discuss your needs and the process for requesting accommodations. Accessibility Services is located in North College, rooms 021 or can be reached by email (accessibility@wesleyan.edu) or phone (860-685-2332).

Religious/Spiritual Observance Resources:

If you anticipate that your religious/spiritual observance may conflict with academic obligations such as attending class, taking examinations, or submitting assignments, you can work directly with your professor to make reasonable arrangements. Should you require additional support or guidance, please feel free to reach out to Rabbi David Teva, Director of the Office of Religious and Spiritual Life at dleipziger@wesleyan.edu or any of the chaplains in the Office of Religious and Spiritual Life at <https://www.wesleyan.edu/orsl/index.html>.

For a list of a religious holidays celebrated by members of the Wesleyan community, go to Wesleyan's Multifaith calendar which can be found at: <https://www.wesleyan.edu/orsl/multifaith-calendar.html>.

Title IX Resources

If trauma inhibits your ability to fully participate in class, please contact Debbie Colucci, Title IX Coordinator, at dcolucci@wesleyan.edu, or your class dean. Additionally, and if you are comfortable, you can work directly with your professor to make reasonable arrangements.

Summary of Course Schedule

Th Jan 27	Overview of the Course
Tu Feb 1	Functionings, Capabilities, Agency, and Human Development
Th Feb 3	Measuring Human Development
Tu Feb 8	Development in East Asia and Latin America: Overview
Th Feb 10	Import Substitution in Latin America, 1930-1985
Tu Feb 15	Free-Market Reform in Latin America, 1985-2000
Th Feb 17	State-Centric Reform in Latin America, 2000-2022
Fr Feb 18	Spreadsheet Due: please upload to Moodle by 5 PM
Tu Feb 22	Macroeconomic and Industrial Policies in South Korea and Taiwan
Th Feb 24	Land Reform and Education in East Asia and Latin America
Tu Mar 1	Colonialism and Anticommunism in East Asia and Latin America
Th Mar 3	Social Classes and State Autonomy in East Asia and Latin America
Tu Mar 8	Natural Resources and Development in East Asia and Latin America
Th Mar 10	First examination
Tu Mar 22	Democracy and Development
Th Mar 24	Endemic Hunger and Famine
Tu Mar 29	Security vs. Opulence
Th Mar 31	Gender and Survival I
Tu Apr 5	Gender and Survival II
Th Apr 7	Chile: Politics, Policy, and Mortality Decline in the 20th Century
Tu Apr 12	Chile: Development and Mortality Decline, 1973-1990
Th Apr 14	Tanzania in Historical Perspective
Tu Apr 19	Tanzania: Nyerere and Ujamaa
Th Apr 21	The Grameen Bank in Bangladesh: Origin and Operation
Tu Apr 26	How Would You Know if a Development Program Worked?
Th Apr 28	What Microfinance Can and Can't Do
Tu May 3	Second examination
Tu May 10	Term paper due: please upload to Moodle by 5 PM

TOPICS AND READINGS

Th Jan 27 Overview of the Course

No assigned reading

I. What is Development?

Tu Feb 1 Functionings, Capabilities, Agency, 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.

Th Feb 3 Measuring Human Development

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 8 Development in East Asia and Latin America: An Overview

James W. McGuire, "The Politics of Development in Latin America and East Asia." Chapter 27 in Carol Lancaster and Nicholas van de Walle, eds., *The Oxford Handbook of the Politics of Development*. New York: Oxford University Press, 2018. Online version June 2016, 1-40.

Th Feb 10 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, 1-54.

Tu Feb 15 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, Chapter 3, 55-101.

Th Feb 17 State-Centric Reform in Latin America, 2000-2022

Peter Kingstone, *The Political Economy of Latin America: Reflections on Neoliberalism and Development After the Commodity Boom*. 2nd ed. New York: Routledge, 2018, Chapter 4, 102-137.

Fr Feb 18 **Spreadsheet Due: please upload to Moodle by 5 PM**

- Tu Feb 22 Macroeconomic and Industrial Policies in East Asia and Latin America
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 24 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.
- Tu Mar 1 Colonialism, Communism, and Anti-Communism in South Korea and Taiwan
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.
- Th Mar 3 Social Classes and State Autonomy in East Asia and Latin America
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.
- Tu Mar 8 Natural Resources and Development in East Asia and Latin America
Ramez Abubakr Badeeb, Hooi Hooi Lean, and Jeremy Clark. "The Evolution of the Natural Resource Curse Thesis: A Critical Literature Survey." *Resources Policy* 51 (March 2017), 123-134.

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 10 **First examination, 10:20 to 11:40 AM**

III. Development as Freedom

- Tu Mar 22 Democracy and Development
Sen, *Development as Freedom*, 36-37, 74-76, Ch. 6 (146-159), Ch. 10 (227-248).
- Th Mar 24 Endemic Hunger and Famine
Jean Drèze and Amartya Sen, *Hunger and Public Action*. Oxford, UK: Clarendon Press, 1989, Chapter 9 (165-178).
Sen, *Development as Freedom*, Ch. 7 (160-188).
- Tu Mar 29 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 Mar 31 Gender and Survival I
Sen, *Development as Freedom*, 104-107, Ch. 8 (189-203).
- Tu Apr 5 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 7 Chile: Politics, Policy, and Mortality Decline in the 20th Century
James W. McGuire, "Chile: The Pinochet Paradox." Chapter 2 in McGuire, *Wealth, Health, and Democracy in East Asia and Latin America*. New York: Cambridge University Press, 2010, 94-119.
- Tu Apr 12 Chile: Development and Mortality Decline, 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.

- Th Apr 14 Tanzania in Historical Perspective
- John Iliffe. "Tanganyika in 1800." Chapter 2 in Iliffe, *A Modern History of Tanganyika*. Cambridge, UK: Cambridge University Press, 1979, 6-25.
- 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.
- Th Apr 19 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 21 The Grameen Bank in Bangladesh: Origin and Operation
- Watch "Banking on the Poor," Journeyman TV (1997). 15:44
<https://www.youtube.com/watch?v=MrUQKuvsmvw>
- Watch "India's Microfinance Meltdown," BBC Newsnight (2012). 11:28
<https://www.youtube.com/watch?v=JzF6thf5GqA>
- 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 26 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 28 What Microfinance Can and Can't Do
- David Roodman, *Due Diligence: An Impertinent Inquiry into Microfinance*. Washington, DC: Center for Global Development, 2012, Chapter 1 (1-14) and Chapter 9 (268-292).
- Tu May 3 **Second examination, 10:20 to 11:40 AM**
- Tu May 10 **Term paper due: please upload to Moodle by 5 PM**