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Government 271  
Wesleyan University  
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Office Hours:  
Tues., 2:00-4:00 PM  
or by appointment

Class Meetings:  
TT 10:30-11:50 AM  
PAC 104

## **Political Economy of Developing Countries**

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

The second section of the course compares Latin American to East Asian development. Each of these regions has developed significantly since 1960, but East Asian countries have generally done better than Latin American countries at growth, equity, literacy, life expectancy, and infant survival. We analyze policies that seem to help account for the development success of East Asian countries like South Korea and Taiwan, and inquire as to why similar policies were not implemented in Latin American countries like Argentina, Brazil, or Mexico. We note drawbacks of the East Asian development path, including the 1997 financial crisis; assess the possibilities for its "export" to other developing countries; and use the East Asia - Latin America comparison to evaluate alternative perspectives on development.

The third section of the course explores the dynamics of poverty and examines how poverty might best be fought. We analyze the ways in which hunger, disease, population growth, lack of education, and biases against women and minority groups reinforce each other, and assess the advantages and disadvantages of markets, states, and multiple forms of public action in combating endemic hunger, preventing famine, and fighting HIV/AIDS.

The fourth section of the course examines poverty reduction strategies in Chile, Tanzania, and Bangladesh. In Chile the dictatorship of Augusto Pinochet, which suppressed democracy and committed severe human rights violations, engineered one of the fastest drops in infant mortality in human history. In Tanzania the one-party government of Julius Nyerere, which restructured an entire society in an effort to improve the lot of the poor, managed to improve the material well-being of the population only at a glacial pace. Exploring these paradoxical outcomes should provide general lessons about development. In Bangladesh the Grameen Bank, which makes tiny loans to destitute rural women at market rates of interest, has helped millions of people lift themselves out of extreme poverty. We assess the achievements and shortcomings of this Bangladeshi innovation, and examine the reasons behind its successes and failures. We also evaluate whether similar micro-lending programs initiated recently in the United States might produce similar outcomes, and explore the general lessons that the Grameen Bank seems to hold for development.

## Course Requirements

The course grade will be based on two examinations, a research design, a final paper, and class participation.

### Summary of Due Dates and Final Grade Weightings

Class Participation		10%
First Examination	Mar. 5 (Thur.)	25%
Research Design	Apr. 3 (Fri.)	15%
Second Examination	May 5 (Tues.)	25%
Research Paper	May 11 (Mon.)	25%

\* On the weighting of class participation see also "Class Participation," p. 4.

All students must take the examinations, and hand in the research design and term paper, at the date and time indicated on this syllabus. Please do not request a personal exemption from this policy except in the event of a grave medical or family emergency.

### Ground Rules

- (1) A single instance of cheating or plagiarism will provide sufficient grounds for a grade of "F" in the entire course, not just on the assignment on which the cheating or plagiarism took place.
- (2) Please do not bring cellular phones, laptop computers, digital assistants, or other potentially disruptive or distracting electronic devices into the classroom.

### Examinations

The first examination -- closed-book, closed-note -- will be given during the class period on Thursday, March 5. It will cover the material to date. The second examination -- again closed-book, closed-note -- will be given during the class period on Tuesday, May 5. It will cover only the material in the second half of the course.

### Research Project

The research project includes a research design (due April 3) and a term paper (due May 11). The research design should be submitted to the administrative assistant in the Government Department office by 3:00 P.M. on Friday, April 3. The term paper should be submitted to the administrative assistant in the Government Department office by 3:00 P.M. on Monday, May 11.

Each student will choose a developing country which, in the student's view, has done particularly well (or particularly poorly) at improving human development. Drawing on the Sen book, the Human Development Report, other course readings, and a range of outside sources, the research project should accomplish four objectives:

1. It should persuade the reader that the country has in fact done particularly well (or poorly) at improving human development.
2. It should point out any notably negative aspects of the development model pursued by a "successful" country, or any notably positive aspects of the development model pursued by an "unsuccessful" country (third and fourth objectives continue on next page).

3. It should explain why the country has achieved its development successes, and why the country has experienced its development failures. The explanation should give some attention to the policies implemented by the country's government, and to historical, structural, and international factors that have shaped those policies or created special challenges for policy-makers. It should integrate insights from the course readings where applicable.

4. It should identify aspects of the country's development model that could and should be emulated, or avoided, by other countries.

### Research Design

The research design is a well-informed and carefully-written summary of the arguments to be made in the research paper. It must be typewritten or word processed (double-spaced except references) and should contain the components listed below:

1. A title that conveys the main question to be addressed or main argument to be made (e.g. "Oman: A Case of Unaimed Opulence?"; "Jamaica: Development Without Growth"; etc.)

2. Four paragraphs of text, each explaining what will be argued under points 1, 2, 3, and 4 of the "research project" instructions on page 2 of this syllabus.

3. A bibliography consisting of six or more books, book chapters, and/or articles you have already read or skimmed. Except for online academic journals, internet sources don't count. Prefer recent to old sources. Learn how to use the databases of books and articles available through the library web page. Correct bibliography form is required. If you are unsure of the correct form, go to the library web page <<http://www.wesleyan.edu/libr>>, click on "reference tools," then click "Citing web, paper, and other sources." Any standard format -- APA, MLA, Turabian -- is fine.

4. Three paragraphs of text, indicating for each of three sources in your bibliography, how you will use the information and/or arguments that source contains in writing your final paper. Each paragraph must contain at least one citation, with page number, to an idea or piece of information you can show is particularly relevant to your concerns.

### Research Paper

The research paper is a 10-12 page expansion of the research design.

### Finding sources

For books and chapters in books, search the CTW online catalog. For a much broader range of sources, try out the "Indexes and Databases" on the library web page. Olin will have many of the materials you find in these databases, but some materials may be available only via interlibrary loan. Requests from interlibrary loan take anywhere from 2 days to 2 weeks to arrive, so search well in advance. Other good ways to find sources are to follow up footnotes or to ask a reference librarian.

## Participation

Participation means coming to all the classes, on time, and turning in the daily file card (see below). Doing all of the reading carefully and on time is crucial to your grasp of the lectures and to the quality of class discussion. Participation, which is measured primarily (but not exclusively) by your performance on the file cards, normally counts for 10 percent of the final course grade. Repeated absences or disruption (e.g., cell phone, walking out of class) will result in a low participation grade that may count, at my discretion, for up to 100 percent of the final course grade. Please bear this policy in mind when deciding whether to take this course.

## File Card Requirement

1. At the beginning of each class (except on days when the research design is due or exams are given) please hand me, in person, a 3 x 5 white-colored file card with your name and the date on one side. On the other side of the file card, please include from the day's readings (a) one quotation, noting the author and page number, that you think raises a particularly interesting issue; and (b) one comment on your quotation.
2. No file cards will be accepted after 10:35 AM for any reason whatsoever. You may not turn in a file card if you do not attend class. No one may turn in a file card for anyone else. Your quotation and comment should both fit on one side of a single file card. Your writing must be easily legible.
3. File cards will not be returned to you, but each will be recorded as satisfactory, good, or excellent according to how carefully and thoughtfully it seems to have been done. At the end of the semester I shall assign each student a class participation grade based heavily, although not entirely, on the file card marks. If you want to know at any time how you are doing on class participation, feel free to contact me.

## Obtaining Course Readings

Available for purchase at Broad Street Books are two required texts:

Amartya Sen, Development as Freedom. New York: Alfred A. Knopf, 1999.

United Nations Development Programme, Human Development Report 2007-2008  
Fighting Climate Change. New York: Palgrave Macmillan, 2007.

Other readings for this course are on reserve in paper and electronic formats. Two paper copies of each reading are available at the reserve desk in Olin. Electronic copies can be accessed as follows:

1. Go to the library homepage, <http://www.wesleyan.edu/libr/>.
2. Under RESERVES, click on "Items Online - ERes"
3. Type in govt271 (no spaces, case-insensitive)
4. Click on the Course Number (highlighted in blue)
5. Enter the password (I'll reveal it verbally in class) and click "accept"
6. The readings are in folders: "first half," "second half"
7. Open up the folder that contains the reading you're looking for, and click on it. Most are .pdf, a few are links to articles in journals in Wesleyan's online collection.

### Summary of Course Schedule

Th Jan 22	Overview of the Course
Tu Jan 27	Capabilities and Human Development
Th Jan 29	Climate Change and Human Development
Tu Feb 3	Development in Latin America and East Asia: An Overview
Th Feb 5	The Economic Development of Brazil
Tu Feb 10	Import Substitution in Latin America
Th Feb 12	Contemporary Brazil
Tu Feb 17	Macroeconomic and Industrial Policies in East Asia
Th Feb 19	Human Resource Policies in East Asia
Tu Feb 24	Colonialism, Communism, and Social Classes in East Asia and Latin America
Th Feb 26	Natural Resources and Development in East Asia and Latin America
Tu Mar 3	Culture 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	Growth-Mediated Security, Support-Led Security, and Unaimed Opulence
Th Apr 2	Gender and Survival <b>Note: Research Design Due Friday, 3 April</b>
Tu Apr 7	Fighting HIV/AIDS in Africa and Latin America
Th Apr 9	Chile: Democracy and Human Development to 1973
Tu Apr 14	Chile: Human Development under Pinochet, 1973-1989
Th Apr 16	Chile: Human Development in the New Democracy, 1989-2007
Tu Apr 21	The Moral Economy of the Peasant
Th Apr 23	Tanzania: Nyerere and Ujamaa
Tu Apr 28	The Grameen Bank in Bangladesh: Origin and Operation
Th Apr 30	The Grameen Bank: Impact and Emulation in the United States
Tu May 5	<b>Second Examination</b>
Mo May 11	<b>Term Paper Due</b>

## TOPICS AND READINGS

Th Jan 22      Overview of the Course

### I. What is Development?

Tu Jan 27      Capabilities and Human Development

Martha Nussbaum, "Women and Equality: The Capabilities Approach." International Labour Review 138 No. 3 (1999), 227-245.

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

Th Jan 29      Climate Change and Human Development

UNDP [United Nations Development Programme], Human Development Report 2007/2008: Fighting Climate Change (New York: Palgrave Macmillan, 2007). Read (1) the overview (pp. 1-18); (2) the first few pages of Section 1.1 (pp. 24-26), through the end of the section called "The Backdrop"; (3) the special contribution by Amartya Sen (pp. 27-28); and (4) Technical Note 1 (pp. 355-360). Also, get to know the layout and contents of the main tables (229-354), the definitions of statistical terms (364-371), the index to indicators (378-382); and material on where the statistics come from (221-227). The entire Report is also available in .pdf format at <http://hdr.undp.org/en/reports/global/hdr2007-2008/>

### II. Growth, Equality, and Poverty: East Asia and Latin America

Tu Feb 3      Development in Latin America and East Asia: 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 5      The Economic Development of Brazil

Marshall Eakin, "A Flawed Industrial Revolution." Chapter 5 of Eakin, Brazil: The Once and Future Country. New York: St. Martins, 1997, 211-258.

- Tu Feb 10      Import Substitution in Latin America
- Merilee Grindle, "When Good Policies Go Bad, Then What?: Dislodging Exhausted Industrial and Education Policies in Latin America." Chapter 4 in Anthony Bebbington and Willy McCourt, eds., Development Success: Statecraft in the South. Houndmills, Basingstoke, Hampshire and New York, NY: Palgrave Macmillan, 2007, 79-104.
- Leland J. Johnson, "Problems of Import Substitution: The Chilean Automobile Industry." Economic Development and Cultural Change 15 No. 2 (Part 1, January 1967), 202-216.
- Th Feb 12      Contemporary Brazil
- Economist. "Dreaming of Glory: A Special Report on Brazil." April 14, 2007.
- Tu Feb 17      Macroeconomic and Industrial Policies in East Asia
- John M. Page, "The East Asian Miracle: An Introduction." World Development 22 No. 4 (April 1994), 615-625.
- Dani Rodrik, "King Kong Meets Godzilla: The World Bank and the East Asian Miracle." Chapter 1 of Albert Fishlow et al., eds., Miracle or Design? Lessons From the East Asian Experience. Washington, DC: Overseas Development Council, 1994, 13-53.
- Th Feb 19      Human Resource Policies in East Asia
- 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 Feb 24      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.
- Th Feb 26      Natural Resources and Development in East Asia and Latin America
- Michael L. Ross, "Extractive Sectors and the Poor." An Oxfam America Report. October 2001. New York, NY: Oxfam America. Available online at [http://www.oxfamamerica.org/newsandpublications/publications/research\\_reports/art2635.html](http://www.oxfamamerica.org/newsandpublications/publications/research_reports/art2635.html)
- 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.

- Tu Mar 3      Culture and Development in East Asia and Latin America
- Lawrence E. Harrison, "Taiwan and Korea." Chapter 3 in Harrison, Who Prospers? New York: Basic Books, 1992, 81-116.
- Michael Novak. "Why Latin America is Poor." Atlantic Monthly (March 1982), 66-75.
- Th Mar 5      **First Examination**
- 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). **Hard Copy - No Electronic reserve. Caution: Different Drèze and Sen chapters are assigned for March 31.**
- Sen, Development as Freedom, Ch. 7 (160-188).
- Tu Mar 31      Growth-Mediated Security, Support-Led Security, and Unaimed Opulence
- Jean Drèze and Amartya Sen, Hunger and Public Action. Oxford, UK: Clarendon Press, 1989, Chapter 10 (179-203) and Chapter 12 (226-253). **Caution: A different Drèze and Sen chapter was assigned for March 26.**
- Sen, Development as Freedom, 19-24, 41-53, Ch. 4 (87-110).
- Th Apr 2      Gender and Survival
- Sen, Development as Freedom, 104-107, Ch. 8 (189-203)
- Croll, Elizabeth. "Amartya Sen's 100 Million Missing Women." Oxford Development Studies 29 No. 3 (October 2001), 225-244.
- Tu Apr 7      Fighting HIV/AIDS in Africa and Latin America
- Daniel T. Halperin and Helen Epstein, "Why is HIV Prevalence So Severe in Southern Africa?" The Southern African Journal of HIV Medicine 8 No. 1 (March 2007), 19-25.
- Varun Gauri and Evan S. Lieberman, "Boundary Institutions and HIV/AIDS Policy in Brazil and South Africa." Studies in Comparative International Development 41 No. 3 (Fall 2006), 47-73.

#### IV: Case Studies in Human Development: Chile, Tanzania, and Bangladesh

- Th Apr 9      Chile: Democracy and Human Development to 1973
- Eduardo Silva, "Chile." Chapter 15 in Harry E. Vanden and Gary Prevost, eds., Politics of Latin America: The Power Game. New York: Oxford University Press, 2002, 437-481.
- José-Pablo Arellano, "Social Policies in Chile: An Historical Review." Journal of Latin American Studies 17 Part 2 (May 1985), 397-418.
- Tu Apr 14      Chile: Human Development under Pinochet, 1973-1989
- 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.
- Th Apr 16      Chile: Human Development in the New Democracy, 1989-2007
- Lois Hecht Oppenheim, "Chile as an Economic Jaguar." Chapter 8 in Oppenheim, Politics in Chile. 3rd ed. Boulder, CO: Westview Press, 2007, 169-207.
- Tu Apr 21      The Moral Economy of the Peasant
- James C. Scott, "The Economics and Sociology of the Subsistence Ethic." Chapter 1 in Scott, The Moral Economy of the Peasant. New Haven: Yale University Press, 1976, 13-34. **Caution: A different Scott reading is assigned for April 23.**
- Gøran Hyden, "The Resilience of the Peasant Mode of Production: The Case of Tanzania." In Robert Bates and Michael Lofchie, eds., Agricultural Development in Africa. New York: Praeger, 1980, 218-243.
- Th Apr 23      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 House, 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. **Caution: A different Scott reading was assigned for April 21.**

- Tu Apr 28      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.
- Th Apr 30      The Grameen Bank: Emulation in the United States  
Mark Schreiner and Gary Woller, "Microenterprise Development Programs in  
the United States and in the Developing World." World Development 31  
No. 9 (September 2003), 1567-1580.
- Tu May 5        **Second Examination**
- Mo May 11      **Term Paper Due**