

**POL 250: Politics and Society in Developing Countries**  
**The College of New Jersey | Fall 2019**  
**Tuesdays and Fridays, 2:00pm-3:20pm**  
**Social Sciences Building 223**

**Instructor:** Dr. Brittany L. Holom

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**Office Address:** Social Sciences Building 218

**Office Hours:** Tuesdays, 3:30-5:30pm, or by appointment (please email for appointment scheduling)

*\*\*There will be a couple of weeks in which office hours may need to be adjusted. Students will be alerted to this ahead of time.*

### **Course Description**

This course examines political trends, patterns, and variations in the developing world, drawing examples from countries throughout Africa, Asia, Latin America, and the Middle East. Primary questions include colonialism's impact on political, economic and social development, strong versus weak states and regimes, and the role of identity politics in these countries. The latter part of the course examines politics and economic development in five specific countries: Brazil, India, Nigeria, South Korea, and Kazakhstan.

In the first weeks of the course, we will focus on the conceptual and theoretical background of the study of development. We will examine trends and patterns in the developing world and discuss how these structural, historical, and institutional differences matter for countries' economic and political development. During these weeks, we will ask questions such as: What does "development" mean, and how does the definition impact policy design? What differentiates "developing" countries from "developed" countries? Why have some countries been able to build strong and effective states while others have not? Why have some countries transitioned to democracy while others have not – and why have some transitioned but never been able to stabilize the new system? More broadly, what role do states and regimes play in economic development?

We will then spend the later weeks of the course more closely examining the politics of single country cases, asking: What can we learn from the paths of development that have (or have not) been followed in these countries? Are these findings applicable in other cases? Finally, we will conclude in the last week with activities to help us think critically about how we can actively engage our advanced understanding of these issues of development in our everyday lives and future careers.

### **Learning Objectives**

By the end of this course, students should have fulfilled a number of objectives, which conform to goals set by the Political Science Department, School of Humanities and Social Sciences, and Middle States Commission for Higher Education. These objectives include gaining and developing **critical analysis and reasoning** skills; **information literacy**; **intercultural competence**; skills to prepare for **participation in civic life**; and an understanding of **key political processes and institutions** at all levels.

More specifically, students will:

(1) Develop a broad understanding of the diversity of political institutions and processes in various countries of the world;

(2) Gain advanced skills in critical thinking in order to read analytically, understand complex relationships and concepts, identify underlying assumptions, “dissect” scholarly texts, and synthesize their own politically-related interpretations, arguments, or positions; and

(3) Refine communication skills in order to communicate effectively in a variety of formats and settings, presenting oral and written arguments that are cogent, compelling, and well-substantiated.

## Course Requirements

Course Requirement	Percentage of Grade
Class Participation	10%
Short Written Assignments (Research Paper Proposal, Group Project Proposal, Group Project Review, Critical Reflections)	20% [5% each]
Early Term Take-Home Exam	10%
Group Project	15%
Research Paper	20%
Final Exam	25%

### Class Participation

Each class will begin with a 10-minute discussion of recent events related to human rights. Then, following a short (25-30 minutes) lecture and a brief (5 minutes) break, the rest of the class will consist of discussion of readings. During all parts of class – but especially in the discussion of news and the discussion of readings – students will have the opportunity to participate with questions, comments, and any insights they might have from their own experiences. Participation grades will be based on the quality of comments and a clear indication that the student has prepared for class (not solely on frequency of comments).

For students who may find it a little harder to speak up in class – we have all been there! – we will have continuing discussions on Canvas about the materials. These are not required. Instead, this is a way that you can add any thoughts that you might have after class or that you didn’t have a chance to say during the class conversation. It is also recommended that you speak with Dr. Holom about ways to build confidence to give your thoughts in class; there are many ways to go about this, and your willingness to learn and improve can only affect your class experience – and overall college experience – positively.

### Readings

There are no required books for this course. All readings will be available through Canvas or are free to access online.

For each week, the readings that will be focused on in each class meeting’s lecture are listed. The readings with the asterisks (\*\*) are those that students should prioritize as they prepare for class, as they will be at the core of the discussion. The materials focused on in the lecture portion of class from the other readings will also be considered, so it is recommended that students read enough of those items to be able to understand the main argument or contribution to the conversation.

There will also be a slide included in each class’s lecture with recommended additional readings relevant to the topic, which can serve as starting points for research paper sources. Those slides will be posted on Canvas after each class.

### **Short Written Assignments**

Students will be expected to complete four very short written assignments, worth 5% each. These include a 1-page research paper proposal, a 1-page group project proposal, a group project review, and a critical reflections activity at the end of the course.

### **Early Term Take-Home Exam**

Given at the end of the fourth week of classes, the early term exam will include IDs, short answer questions, and a choice of one essay from two options. This exam will be open-book and take-home and will be completed and submitted through Canvas on September 20<sup>th</sup>. This exam is meant to be a preview of the final exam so that students can become comfortable with the format early in the semester.

### **Research Paper (10-12 pages)**

Each student is expected to write a research paper related to the course. Students are free to choose their particular topic, but the paper must include a clear research question, thesis, and supporting evidence. The paper can focus on just one country or one region and should cover case or question not discussed extensively in class. A case mentioned briefly in class may qualify. It is always best to double-check with Dr. Holom if you have any questions or concerns about your topic.

Students are required to submit a brief (1-page) paper proposal for feedback by Tuesday, October 15<sup>th</sup> at 11:59pm. Guidelines for the paper will be distributed during the first few weeks of class. The paper will be due in hard copy form to SSB 219, the Political Science Department office, on Friday, November 15<sup>th</sup>. There will be a bin marked for your papers. Digital copies, also due at the time noted above, should be submitted on Canvas.

### **Group Project (Fourth Hour Requirement)**

This course asks students to utilize the fourth hour to complete a group project. This project will challenge students to think critically about how to contribute to our understanding of human rights through creative means. This can include a variety of projects – website design, a podcast, interview collection, artwork or photography, television series, a mobile app design, and more. There are no boundaries. The only requirement is that the material is original (and, where sources are necessary, proper citation is given) and helps to communicate an aspect of the concept of human rights to a broad audience.

Proposals for the group project are due on Tuesday, October 1<sup>st</sup> by 11:59pm in order to allow for feedback and plenty of time to create the final product. Presentations of the project will take place during the last week of class.

### **Final Exam**

The final exam will be cumulative in nature and will include IDs, short answer questions, and a choice of two essay questions from four options. It will take place during finals week, with location and time TBD.

## Summary of Important Dates:

Assignment	Deadline
Early Term Take-Home Exam	Friday, September 20 <sup>th</sup>
Group Project Proposal	Tuesday, October 1 <sup>st</sup>
Research Paper Proposal	Tuesday, October 15 <sup>th</sup>
Research Paper Final Submission	Friday, November 15 <sup>th</sup>
Group Project Presentation	Tuesday, December 3 <sup>rd</sup>
Group Project Reflection	Tuesday, December 3 <sup>rd</sup>
Critical Reflections	Friday, December 5 <sup>th</sup>
Review Session	TBD
Final Exam	TBD

## Course Policies

### Absence and Attendance

This course will adhere to TCNJ's attendance policy, which can be read in full at: [https://policies.tcnj.edu/wp-content/uploads/sites/247/2018/01/Absence\\_and\\_Attendance\\_Policy.pdf](https://policies.tcnj.edu/wp-content/uploads/sites/247/2018/01/Absence_and_Attendance_Policy.pdf).

Participation in discussion is an important component to the course, and, therefore, extended unexcused absences will negatively affect the final grade. As per the policy, please be sure to report all anticipated absences for religious observances, athletic events, and other scheduled activities ahead of time and discuss ways to cover the materials with Dr. Holom. For unanticipated medical absences, please reach out to Dr. Holom as soon as possible to discuss the situation. Whenever you are absent from class, it is important to keep up with the readings and to obtain notes from the class lecture and discussion from a classmate.

### Academic Integrity

This course will adhere to TCNJ's academic integrity policy, which can be viewed at: <https://academicintegrity.tcnj.edu>. Academic honesty is expected. According to the Code of Student Conduct, cheating and plagiarism are defined as follows:

- Cheating: Including, but not limited to: (1) use of unauthorized aid, sources, and assistance or assisting others in taking a course, quiz, test, or examination, writing papers, preparing reports, solving problems, or carrying out assignments; (2) The acquisition, without permission, of tests or other academic material belonging to a member of the University community; (3) alteration of grade records; (4) bribing or attempting to bribe a member of the College community or any other individual to alter a grade.
- Plagiarism: Including, but not limited to: (1) The use, by paraphrase or direct quotation, of published or unpublished work of another person without full and clear acknowledgment; (2) The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

### Americans with Disabilities Act (ADA)

This course will adhere to TCNJ's Americans with Disabilities Act policy: "Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Service (609-771-2571). If you need accommodations due to a disability, please see the instructor as soon as possible or contact the Disability Support Services at <https://differingabilities.tcnj.edu/>. The full policy on accommodations can be found at:

<https://differingabilities.tcnj.edu/students/accommodation-process/accommodation/>. If you need accommodations due to a disability, please discuss this with Dr. Holom as soon as possible.

### **General Grading Rubric for Written Work**

Specific information regarding the grading standards for particular assignments will be clearly stated on guideline sheets and grading rubrics distributed in class. The following is a *general* guideline for how written work will be graded:

- **A range** work: (1) is well-organized; (2) shows a thorough understanding of the ideas, theories, and overall material presented in class, as well as their significance; (3) contributes an original critical analysis of these materials and ideas; (4) accurately uses specific examples, cases and readings in the analysis; (5) has a conclusion that logically flows from the analysis; and (6) is clearly written and free of mechanical errors.
- **B range** work addresses the above goals, but to varying degrees (i.e., some are done excellently while others are only partially successful). These lack some of the elements of rigorous research and analysis demonstrated in A work.
- **C range** work makes attempts at the above goals but only fulfills them to a limited degree.
- **D range** work makes attempts to complete assignments but does not fulfill the above goals successfully.
- **F range** work does not fulfill (or make any serious attempts to fulfill) the above criteria.

### **Late Assignment Policy**

For each day that an assignment is late without previously obtained permission, 1/3 of a letter grade will be deducted.

### **Electronics Policy**

Cell phones must be silenced before class and stowed during class time. Laptops are permitted, as long as they are used for class purposes only. If laptops create a distraction, they will no longer be permitted in class.

### **Contacting Me**

The most effective way to contact me is via email: ([holomb@tcnj.edu](mailto:holomb@tcnj.edu)). Please include as your subject in each email "POL 250" as well as a subject title that refers to the topic of the email. (Make sure you include your **full** name in your signature as I often have several students with the same first name each semester, and TCNJ email addresses often do not provide that information).

### **Writing Help**

I will be significantly commenting on your papers with the aim of helping you think through ideas and writing as clearly as possible. However, I also highly suggest using the resources available on campus for writing help. The TCNJ Tutoring Center exists for this reason: <https://tutoringcenter.tcnj.edu/>. You can get help specifically for written assignments through the Tutoring Center's Writer's Place, both in person and online: <https://tutoringcenter.tcnj.edu/humanities/writers-place/>

## Course Schedule

### I. States and Development

#### **Week 1: Introduction: What is Development? & Modernization Theory**

*In our first week of class, we will begin with introductions to the topic of development and the course overview. We will then consider modernization theory's history in the development literature, as well as some of its key strengths and weaknesses in explaining patterns of economic development and democratization.*

##### **Tuesday, August 27**

- Introductions
- Syllabus and Course Requirements
- What is Development? Activity

##### **Friday, August 30**

- Lipset, Seymour Martin (1959). "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review* 53 (1): 69-105.
- \*\*Przeworski, Adam, and Fernando Limongi (1997). "Modernization: Theories and Facts." *World Politics* 49 (2): 155-183.

#### **Week 2: Dependency Theory**

*In this week, we will consider the competing theory, dependency theory, and how it serves as a critique of modernization theory. In particular, we will examine how and why it arose amongst Latin American scholars in the 1960s, and in what ways it sought to challenge the ideas of modernization theory. We will also consider its strengths and weaknesses and why it has waned in and out of popularity over the decades.*

##### **Tuesday, September 3**

- No Class – Follow Monday Schedule

##### **Friday, September 6**

- Cardoso, Fernando Henrique (1977). "The Consumption of Dependency Theory in the United States." *Latin American Research Review* 12 (3): 7-24.
- \*\*Valenzuela, J. Samuel, and Arturo Valenzuela (1978). "Modernization and Dependency: Alternative perspectives in the study of Latin American underdevelopment." *Comparative Politics* 10 (4): 535-557.
- Evans, Peter (2008). "Is an Alternative Globalization Possible?" *Politics & Society* 36 (2): 271-305.

#### **Week 3: Colonialism and Its Legacies**

*In Week 3, we turn to an examination of colonialism and its legacies. While it has long been argued that colonialism has lasting effects on institutions and development, there have been consistent challenges to the ways in which colonialism impacts development over time. We will consider both the arguments for and the arguments against the short- and long-term impact of this history.*

##### **Tuesday, September 10**

- \*\*Acemoglu, Daron, Simon Johnson, and James A. Robinson (2001). "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91 (5): 1369-1401.

- Lange, Matthew, James Mahoney, and Matthias Vom Hau (2006). "Colonialism and Development: A Comparative Analysis of Spanish and British Colonies." *American Journal of Sociology* 111 (5): 1412-1462.

### **Friday, September 13**

- \*\*Sokoloff, Kenneth L. and Stanley L. Engerman (2000). "History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World." *Journal of Economic Perspectives* 14 (3): 217-232.
- \*\*Englebert, Pierre (2000). "Pre-Colonial Institutions, Post-Colonial States, and Economic Development in Tropical Africa." *Political Research Quarterly* 53 (1): 7-36.
- Banerjee, Abhijit and Lakshmi Iyer (2005). "History, Institutions, and Economic Performance: The Legacy of Colonial Land Tenure Systems in India." *American Economic Review* 95 (4): 1190-1213.

### **Week 4: Geography and the Resource Curse**

#### **Tuesday, September 17**

- Collier, Paul and Anke Hoeffler (1998). "On Economic Causes of Civil War." *Oxford Economic Papers* 50 (4): 563-573.
- \*\*Ross, Michael L. (1999). "The Political Economy of the Resource Curse." *World Politics* 51 (2): 297-322.
- Diamond, Jared (2017). "Chapter 4: Farmer Power." In *Guns, Germs, and Steel: The Fates of Human Societies*. [First Published 1999] New York: W. W. Norton & Company. Pgs. 81-88.
- \*\*Herbst, Jeffrey (2000). "Chapter Nine: The Past and the Future of State Power in Africa." In *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton, NJ: Princeton University, Press. Pgs. 251-272.
- Sachs, Jeffrey D., Andrew D. Mellinger, and John L. Gallup (2001). "The Geography of Poverty and Wealth." *Scientific American* 284 (3): 70-75.
- Collier, Paul (2008). "The Bottom Billion." TED Talk. March 2008. Available Online: [https://www.ted.com/talks/paul\\_collier\\_shares\\_4\\_ways\\_to\\_help\\_the\\_bottom\\_billion](https://www.ted.com/talks/paul_collier_shares_4_ways_to_help_the_bottom_billion)

#### **Friday, September 20**

- Take-Home Early Term Exam (Posted by 8am, Due by 11:59pm)

This exam is open-book and will focus on the materials from the first four weeks of classes. The exam will ask students to answer ID and short answer questions. It will also ask students to answer one of two essay questions utilizing both theoretical readings and empirical evidence. Bringing in evidence from outside sources with appropriate citations will be encouraged and necessary for a high mark. This exam will be a preview of what the longer final exam (which will be closed book) will look like at the end of the semester.

## **II. Domestic and International Factors**

### **Week 5: Regimes and Transitions**

*This week, we will begin to consider the impact of economic outcomes on the likelihood of democratization and how regimes interact with economic factors in the path to development. We will also examine types of regimes, including the development of the concept of "hybrid regimes" or "competitive authoritarianism."*

- Huber, Evelyne, Dietrich Rueschemeyer, and John D. Stephens (1993). "The Impact of Economic Development on Democracy." *Journal of Economic Perspectives* 7 (3): 71-86.
- \*\*Acemoglu, Daron and James A. Robinson (2006). "Chapter 1: Paths of Political Development" and Chapter 2: Our Argument." In *Economic Origins of Dictatorship and Democracy*. Pgs. 1-46.

### **Friday, September 27**

- \*\*Rustow, Dankwart A. (1970). "Transitions to Democracy: Toward a Dynamic Model." *Comparative Politics* 2 (3): 337-363.
- \*\*Diamond, Larry (2002). "Elections without Democracy: Thinking about Hybrid Regimes." *Journal of Democracy* 13 (2): 21-35.
- McFaul, Michael (2002). "The Fourth Wave of Democracy and Dictatorship: Noncooperative Transitions in the Postcommunist World." *World Politics* 54 (2): 212-244.

### **Week 6: Regimes and Economic Development**

*In this week, we will expand on Week 5's conversations, asking: Does democracy improve economic outcomes? We will first examine the process of democratic consolidation and what it means for regime stability and economic development. Then, we will turn to the question: If democracy is achieved, what impact does it have on development? Is it universally positive, or are there challenges?*

### **Tuesday, October 1**

- \*\*Mainwaring, Scott and Timothy Scully (1995). "Chapter 1 – Introduction: Party Systems in Latin America." In Mainwaring and Scully, eds. *Building Democratic Institutions: Party Systems in Latin America*. Stanford: Stanford University Press. Pgs. 1-34.
- Svobik, Milan. "Authoritarian Reversals and Democratic Consolidation." *American Political Science Review* 102, no. 2 (2008): 153-168.

***Deadline for Group Project Proposals: Tuesday, October 1st at 11:59pm.***

### **Friday, October 4**

- \*\*Sen, Amartya (1999). "Chapter 6: The Importance of Democracy." In *Development as Freedom*. New York: Anchor Books. Pgs.146-159.
- Przeworski, Adam, Michael E. Alvarez, José Antonio Cheibub, and Fernando Limongi (2000). "Chapter Three: Political Regimes and Economic Growth." In *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*. New York: Cambridge University Press. Pgs. 142-179.
- \*\*Ross, Michael (2006). "Is Democracy Good for the Poor?" *American Journal of Political Science* 50 (4): 860-874.

### **Week 7: Foreign Aid and Globalization**

*This week, we turn away from the domestic level of analysis (regimes) and toward international factors. We will consider how foreign aid impacts development and how foreign aid is distributed across countries. We will also look at how globalization has influenced the flow of aid and how the international political sphere can impact paths of development.*

### **Tuesday, October 8**

- No Class – Fall Break



## Friday, October 11

- \*\*Keck, Margaret E. and Kathryn Sikkink (1998). Selections from *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, NY: Cornell University Press. Pgs. 8-32.
- \*\*Sachs, Jeffrey D. (2000). "Globalization and Patterns of Economic Development." *Review of World Economics* 136 (4): 579-600.
- Alesina, Alberto and David Dollar (2000). "Who Gives Foreign Aid to Whom and Why?" *Journal of Economic Growth* 5 (1): 33-63.
- Alesina, Alberto and Beatrice Weder (2002). "Do Corrupt Governments Receive Less Foreign Aid?" *American Economic Review* 92 (4): 1126-1137.

## III. Identity and Development

### Week 8: Race and Ethnicity in Development

#### Tuesday, October 15

- Varshney, Ashutosh (2001). "Ethnic Conflict and Civil Society: India and Beyond." *World Politics* 53 (3): 362-398.
- \*\*Miguel, Edward (2004). "Tribe or nation? Nation Building and Public Goods in Kenya versus Tanzania." *World Politics* 56 (3): 327-362.
- \*\*Habyarimana, James, Macartan Humphreys, Daniel N. Posner, and Jeremy M. Weinstein (2007). "Why does Ethnic Diversity Undermine Public Goods Provision?" *American Political Science Review* 101 (4): 709-725.

*Deadline for Research Paper Proposals: Tuesday, October 15th at 11:59pm.*

#### Friday, October 18

- \*\*Gourevitch, Philip (1998). "Chapter 4." In *We Wish to Inform You that Tomorrow We will be Killed with Our Families*. New York: Picador. Pgs. 47-62.
- \*\*[FILM] *Hotel Rwanda*. Directed by Terry George. United Artists, 2005. (Available through the library for viewing.)

### Week 9: Religion, Culture, and Gender

*This week, we will continue our examination of identity and economic development. We will first turn to religion and consider whether religious cultures – and culture more broadly – have an impact on economic development. We will then examine the issue of gender and economic development, both in how economic development impacts gender equality and how gender impacts development policies.*

#### Tuesday, October 22

- \*\*Posner, Daniel N. (2004). "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98 (4): 529-545.
- Guiso, Luigi, Paola Sapienza, and Luigi Zingales (2006). "Does Culture Affect Economic Outcomes?" *Journal of Economic Perspectives* 20 (2): 23-48.
- \*\*Deneulin, Séverine, and Carole Rakodi (2011). "Revisiting Religion: Development Studies Thirty Years On." *World Development* 39 (1): 45-54.

#### Friday, October 25

- \*\*Rankin, Katharine N. (2001). "Governing Development: Neoliberalism, Microcredit, and Rational Economic Woman." *Economy and Society* 30 (1): 18-37.

- \*\*Klasen, Stephan (2002). "Low Schooling for Girls, Slower Growth for All? Cross-country Evidence on the Effect of Gender Inequality in Education on Economic Development." *The World Bank Economic Review* 16 (3): 345-373.
- Eastin, Joshua, and Aseem Prakash (2013). "Economic Development and Gender Equality: Is there a Gender Kuznets Curve?" *World Politics* 65 (1): 156-186.

#### **IV. Case Studies**

*In this section of the course, we will study five country cases of economic development. In doing so, we will consider their history, particular geographic and demographic characteristics, and patterns of political leadership. We will also look at these countries within the context of the surrounding region and ask how their economies may vary.*

##### **Week 10: Brazil**

###### **Tuesday, October 29**

- \*\*Smith, Peter H., James N. Green, and Thomas E. Skidmore (2019). "Chapter 11 – Brazil: The Awakening Giant." *Modern Latin America*. 9<sup>th</sup> Edition. Pgs. 311-356.

###### **Friday, November 1**

- \*\*Htun, Mala (2004). "From 'Racial Democracy' to Affirmative Action: Changing State Policy on Race in Brazil." *Latin American Research Review* 39 (1): 60-89.
- Pereira, Anthony W. (2015). "Bolsa Família and Democracy in Brazil." *Third World Quarterly* 36 (9): 1682-1699.
- Wilson Center (2018). Summary from the Conference "How Brazil's Economic and Political Realities Will Shape the Plans of the Bolsonaro Administration." December 2018. Available at: [https://www.wilsoncenter.org/sites/default/files/event\\_summary\\_-\\_brazilian\\_econ\\_conference\\_0.pdf](https://www.wilsoncenter.org/sites/default/files/event_summary_-_brazilian_econ_conference_0.pdf)

##### **Week 11: India**

###### **Tuesday, November 5**

- \*\*Kohli, Atul (2004). "Chapter 7: India's Fragmented-Multiclass State and Protected Industrialization." In *State-Directed Development: Political Power and Industrialization in the Global Periphery*. New York: Cambridge University Press. Pgs. 257-288.
- Singh, Prerna (2011). "We-ness and Welfare: A Longitudinal Analysis of Social Development in Kerala, India." *World Development* 39 (2): 282-293.
- Desai, Sonalde, and Amaresh Dubey (2012). "Caste in 21st Century India: Competing Narratives." *Economic and Political Weekly* 46 (11): 40-49.

###### **Friday, November 8**

- \*\*[FILM] *Gandhi*. Directed by Richard Attenborough. Columbia Pictures, 1982. (Available for viewing through the library.)

##### **Week 12: Nigeria**

###### **Tuesday, November 12**

- \*\*Laitin, David (1985). "Chapter 9 – Hegemony and Religious Conflict: British Imperial Control and Political Cleavages in Yorubaland." In Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds., *Bringing the State Back In*. New York: Cambridge University Press. Pgs. 285-316.
- Mkandawire, Thandika (2001). "Thinking about Developmental States in Africa." *Cambridge Journal of Economics* 25 (3): 289-314.

## Friday, November 15

- \*\*Meagher, Kate (2015). "Leaving No One Behind?: Informal Economies, Economic Inclusion and Islamic extremism in Nigeria." *Journal of International Development* 27 (6): 835-855.
- Dauda, Rasaki Stephen (2017). "Poverty and Economic Growth in Nigeria: Issues and Policies." *Journal of Poverty* 21 (1): 61-79.
- \*\*Porter, Doug, and Michael Watts (2017). "Righting the Resource Curse: Institutional Politics and State Capabilities in Edo State, Nigeria." *The Journal of Development Studies* 53 (2): 249-263.

*Deadline for Research Papers: Friday, November 15<sup>th</sup> at 5:00pm.*

## Week 13: South Korea

### Tuesday, November 19

- Krugman, Paul (1994). "The Myth of Asia's Miracle." *Foreign Affairs* 73 (6): 62-78.
- \*\*Kohli, Atul (1999). "Where do High-Growth Political Economies Come From? The Japanese Lineage of Korea's 'Developmental State.'" In Meredith Woo-Cumings, ed., *The Developmental State*. Ithaca: Cornell University Press. Pgs. 93-136.

### Friday, November 22

- Shin, Gi-Wook, James Freda, and Gihong Yi (1999). "The Politics of Ethnic Nationalism in Divided Korea." *Nations and Nationalism* 5 (4): 465-484.
- \*\*Kang, David C. (2002). "Bad Loans to Good Friends: Money Politics and the Developmental state in South Korea." *International Organization* 56 (1): 177-207.
- Lee, Keun, and Chung H. Lee (2008). "The Miracle to Crisis and the Mirage of the Postcrisis Reform in Korea: Assessment after Ten Years." *Journal of Asian Economics* 19 (5-6): 425-437.

## Week 14: Kazakhstan

### Tuesday, November 26

- \*\*Junisbai, Barbara, and Azamat Junisbai (2005). "The Democratic Choice of Kazakhstan: A Case Study in Economic Liberalization, Intraelite Cleavage, and Political Opposition." *Demokratizatsiya* 13 (3): 373-392.
- \*\*Cummings, Sally N., and Ole Nørgaard (2004). "Conceptualising State Capacity: Comparing Kazakhstan and Kyrgyzstan." *Political Studies* 52 (4): 685-708.
- Luong, Pauline Jones and Erika Weinthal (2010). "Chapter 1- Rethinking the Resource Curse: Ownership Structure and Institutions in Mineral-Rich States." In *Oil is Not a Curse: Ownership Structure and Institutions in Soviet Successor States*. New York: Cambridge University Press. Pgs. 1-29.

### Friday, November 29

- No Class – Thanksgiving Break

## V. Conclusion

*We will wrap up the course with activities that bring together the material and push us to ask: How do these development issues affect me or affect communities that I care about? What can be done to promote development in the world today? Why is it important to understand the issues of development, and how can we help others to better understand them?*

## **Week 15: Conclusion – Promoting Development**

*Class Activity: TBD*

**Tuesday, December 3**

- *Presentations of Group Projects – Each group will present for approximately 15-20 minutes.*

**Friday, December 5**

- *Critical Reflections Activity*

## **Review and Final Exam**

Review Session: TBD

Final Exam: TBD