

# **POL 445H1S/ 2345H1S**

## Politics of Growth in Developing Countries

Time: Thursday 2-4pm  
Location: UC 65

Instructor: Professor Kanta Murali  
Office hours: Thursdays 11am-1pm or by appointment  
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### **Course overview**

This course focuses on the political economy of growth and its correlates in the developing world. It is motivated by the question of why some developing countries have done better in terms of growth and related inputs than others. While qualifying what success and failure may mean, the main analytical focus of the course will be on the political determinants of such variation. The course is divided into three sections. The first section includes a brief overview of key concepts and debates related to the political economy of growth. The second section compares growth experiences of East Asia, Latin America, Africa and South Asia. Finally, the bulk of the course is devoted to themes that cut across regional experiences. The specific themes that will be examined this semester include colonial legacies, role of the state, geography and the resource curse, democracy and authoritarianism, ethnic diversity, globalization, and foreign aid.

### **Course format, attendance and participation**

This is a seminar course; sessions will be devoted to class discussion and student presentations. I will not lecture but will typically offer remarks to introduce topics and facilitate discussion. The expectation is that the sessions will be student-driven. You are expected to attend each session and complete assigned readings prior to each class, even when you are not making a presentation or submitting a review essay. To help facilitate active discussion, each student must identify and post at least two discussion questions or issues raised in the week's readings on Blackboard by noon every Thursday before class. Class participation and attendance is evaluated as part of the overall grade for the course and it is in your best interest to participate actively in each session. In addition to participating in each session, students will be required to make two oral presentations through the semester.

### **Readings**

The reading requirement for this course is heavy. You are required to complete all the assigned readings prior to each session; substantive discussion is not possible without adequate preparation on your part.

All required readings are available electronically either as a link or as a scanned copy. Where the reading is available as a link, the durable link is provided next to the item on the reading list. For those readings without links, scanned copies are available on Blackboard ([portal.utoronto.ca](http://portal.utoronto.ca)) under "Course Readings". For most topics, suggestions for further reading are included. This list is designed to help you get started with your research paper.

Please note that several readings include econometric analysis. I do not require any knowledge/ background of econometrics and you need not focus on the technical aspects/ details of regressions. However, you should be aware of the measures being used (dependent variable, independent variable and controls) and be able to summarize the main empirical findings.

### **Course evaluation, requirements and due dates**

This is a joint senior undergraduate/graduate seminar. Both undergraduate and graduate students will be evaluated on the following components. Graduate students will be evaluated according to a more demanding rubric. The final grade will be calculated as follows:

**1) Weekly class participation and attendance : 15%**

- You are expected to attend every session. You will be evaluated both on the degree of class participation as well as the quality of participation.
- To help facilitate active discussion, each student must identify and post at least two discussion questions or issues raised in the week's readings on the discussion board on Blackboard by noon every Thursday before class (for weeks 2 to 11). The discussion board is organized by week. You are required to post your comments/questions even in those weeks when you are handing in a review essay or giving a class presentation.

**2) Short Review Essays (3 essays) : 30% (10% each)**

- All students are required to write 3 short review essays (4 - 5 pages, double-spaced, 12 point font).
- You may choose the three weeks in which you would like to turn in your essays with the caveat that **one paper must on readings for any week from week 2 to 6 and one paper must be from week 7 to 11.** The third paper can be on any week of your choice.
- A hard copy of the review essay is due at the start of class. Essays must cover the set of readings that will be discussed in that session. I will not accept an essay on readings from an earlier week. You may hand in only one essay in a particular week.

**3) Research proposal (for Final Research Paper): 10%**

- A hard copy of your proposal is due at the start of class on **February 12<sup>th</sup>.**

**4) Final Research paper: 35%**

- A hard copy of your paper is due at the start of class on **April 2<sup>nd</sup>.**

**5) Class Presentation of Final Research Paper : 5%**

- Students will be asked to make a 10 minute presentation of the basic framework and argument of their final paper. Presentations will take place in the last three or four sessions of the semester depending on number of students in the class. Students indicate preferences in the first class and I will draw up a schedule based on those choices.

**6) Class presentation of an article : 5%**

- Students will be randomly assigned to make a short oral presentation (no longer than 10 minutes) of one article from the required class readings in weeks 2 to 11. I will assign students to articles after the first class.

### **Guidelines for written assignments and presentations**

**Short review essays:** The critical review essays should engage with the themes, questions and debates in the set of readings for that week. You may choose to focus on all the assigned readings for the week or analyze a selection of the readings. Should you choose to analyze a selection, your essay must examine at least three readings from that week. You must analyze the readings and not merely summarize them. Summaries of readings should be brief and the main portion of your essay should be devoted to critical analysis. The types of questions that you might choose to cover in your review essay can include (but is not restricted to) a selection of the following:

- Summary:
  - What is the question/topic that is being addressed?
  - What is the author's main argument? What are the specific mechanisms that link the explanatory variables to the outcome of interest?
  - What evidence does the author use to support her argument?
- Analysis:
  - Overall, what do you see as the main strengths and weaknesses of the reading?
  - How well does the empirical evidence support the author's claims?
  - Are there omitted factors/variables that might be able to explain the outcome of interest?
  - Does the author address alternate explanations where relevant?
  - Are there broader questions/issues/implications that are not addressed?
  - In several weeks, readings offer differing viewpoints on particular themes. In such cases, you may choose to evaluate which argument(s) you find most convincing;
  - It is useful to think about and highlight any links or debates with other readings/issues/themes that have been covered in earlier weeks.

**Final research paper:** You are required to write a final research paper (undergraduates: 12-15 pages; graduates: 20-25 pages, double-spaced, 12 point font) on a topic of your choice that is based on one of the themes covered in the course. The paper must include an empirical component. To this end, you must include one or more cases in your paper. That is, you can include evidence from one country/region or compare two or more countries/regions. I strongly encourage you to come to office hours to discuss your research paper question with me prior to February 12<sup>th</sup> when the proposal is due. It might be useful for you to read ahead in the syllabus, should you be interested in a theme covered in the latter half of the course.

Below are some approaches that you may take when selecting a research topic:

- You can extend a question covered in one of the readings to a different country/ set of countries.
- You can evaluate a set of debates/ substantive issues covered in the course topics using evidence from one or more cases. Comparisons of two or more cases are often effective if you choose such a strategy.
- You can identify a new puzzle/question not addressed by the existing literature, develop an explanation and bring in empirical evidence to support your argument.
- You can write a policy paper on an issue related to one of the topics covered in the course. If you do so, you should identify growth patterns in a given country, discuss what factors explain these patterns and then make a set of substantial recommendations on how growth might be initiated and sustained in this country.

These are only a few possible approaches to help you get started and you are free to consider alternative types of questions. I strongly recommend that all students discuss their choice of paper topics with me before writing the research proposal.

**Research proposal:** To help you get started on your final paper, you are required to hand in a 3-5 page research proposal (excluding bibliography). The proposal should do the following:

- Identify the specific research question that you would like to examine in your final research paper.
- How does this question relate to the existing literature or debates on the topic? Why is the question you intend to ask puzzling/ relevant in light of the existing literature? You should consider a minimum of three articles or books for the proposal.

- Identify the case(s) that you will be analyzing in the final research paper. In doing so, you must include a brief explanation for case selection.

The proposal is intended to help you begin preparation for the final research paper.

**Class presentation of final research papers:** You should be prepared to present the basic framework and argument of your final paper, even if it is at an early stage. Presentations should be approximately 10 minutes. I am hoping you will gain constructive feedback on the papers from the class. These presentations will occur in the last 3 or 4 weeks of the semester depending on final class size.

**Class presentation of an article:** I will randomly assign each student to make a short oral presentation (approximately 10 minutes) of one article in weeks 2 through 11. The presentation should be an overview and critique of the reading. You should: (i) present the analytical question that the article is asking and the thesis it proposes; (ii) provide a well-organized summary of the argument and mechanisms used to support the thesis; (iii) offer a critique of the reading. In your critique, you should highlight strengths and weaknesses, and identify broad questions or issues that the reading raised for you. Where applicable, you should also point out links to previous readings in the course. Bringing in examples of specific countries or regions is always useful.

### Course policies and procedures

**Contacting the instructor:** Please feel free to stop by my office (SS 3043) during office hours. If you cannot make the weekly office hours, please email me to set up an alternative time. I will attempt to respond to all emails within 24 hours (excluding weekends and holidays). Substantial questions on course material cannot be adequately addressed via email and you should plan to meet me during office hours or by appointment in case of such queries.

**Student email, Blackboard and course information:** This course will use Blackboard (portal.utoronto.ca). Important course information may also be sent occasionally via email. Please ensure you have a valid U of T email and that it is properly entered in the ROSI system. It is your responsibility to log on to Blackboard regularly and obtain relevant information. You will also use Blackboard to post discussion questions prior to class each week.

**Format of papers:** Students will be required to turn in hard copies of papers. In addition, we will be using **Turnitin for the final research papers** (see below). All papers should be typed in 12 point font, double-spaced with proper margins and page numbers. Please staple your papers securely. In order to save paper, please use double-sided printing.

**Turnitin:** Normally, students will be required to submit their essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website. The use of Turnitin is voluntary. Should you choose not to upload your papers to Turnitin, please speak to me about alternate procedures. Typically this will involve turning in all notes and rough drafts.

**Extensions for papers:** Extensions will only be granted in extenuating circumstances and with appropriate supporting documentation for the final research paper and preparatory paper. Please note that no extensions will be granted under any circumstances, even extenuating ones, for critical review essays. Since you have a choice of when to write critical review essays, I will not accept a review essay that covers readings from an earlier week. If you have medical reasons for not meeting the deadline for the final research paper or preparatory paper, an acceptable doctor's note on the official U of T Medical Note

form must be submitted to me within one week of the due date. Extensions are at my discretion and please do not assume that you will be granted one. If you think you have a valid reason to request an extension and know ahead of time, please email me as soon as possible.

**Late penalty:** There will be a penalty of 4% per each late day or fraction of a day for any final research papers or research proposals that are handed in any time after the deadline. This penalty includes weekends and holidays. The cut off time for the determination of each late day is 5pm.

**Procedures to hand in late papers:** Late papers must be turned in to the Political Science department office on the 3<sup>rd</sup> floor of Sidney Smith during regular business hours. Students should make sure that late submissions are signed and dated by departmental staff. Please do not leave papers under/outside my office door.

**Rough drafts and hard copies of papers:** Students are strongly advised to keep rough/ draft work and hard copies of their essays and assignments before handing it in. These should be kept until marked assignments have been returned and the grades posted on ROSI.

**Academic Integrity and Plagiarism:** Academic integrity is fundamental to learning and scholarship at the University of Toronto. Please familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Failure to understand what constitutes plagiarism and academic integrity at U of T will not be accepted as an excuse.

Potential offences include, but are not limited to:

Papers:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
  - working in groups on assignments that are supposed to be individual work,
  - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. For further information on appropriate research and citation methods and plagiarism, please see <http://www.writing.utoronto.ca/advice/using-sources>. If you are experiencing personal challenges that are

having an impact on your academic work in this course, please speak to me and seek the advice of your college registrar.

**Appealing grades:** If you have concerns about your grades, please submit a written grade appeal to me within one week from the date you received your grade. To submit a grade appeal, please email me a detailed written statement explaining why you believe you should receive a higher grade. No appeal will be considered without a detailed written explanation. Please note decisions on appeals are at my discretion. Please note that your grade may go down, go up or remain unchanged after this process if the assignment is evaluated again.

**Accessibility:** The University of Toronto is committed to accessibility. If you require accommodations or have accessibility concerns, please contact Accessibility Services as soon as possible at <http://www.accessibility.utoronto.ca/>

### **Week 1 (January 8th): Introduction**

- No assigned readings
- Indicate choices of dates for final paper presentations

### **Week 2 (January 15th): Key themes and debates**

#### **Required Reading**

- Sen, Amartya. 1988. "The Concept of Development." In *Handbook of Development Economics*, ed. H. B. Chenery and T. N. Srinivasan. Amsterdam: North Holland {**pgs.10-23**}
- Kohli, Atul. 2004. *State-directed development: political power and industrialization in the global periphery*. Cambridge: Cambridge University Press. {**Introduction, pgs. 1-23**} <http://go.utlib.ca/cat/8158225>
- Krueger, Anne. 1990. "Government Failures in Development." *Journal of Economic Perspectives* 4 (3): **9-23**. <http://simplelink.library.utoronto.ca/url.cfm/332399>
- Acemoglu, Daron, and James A. Robinson. 2012. *Why nations fail: the origins of power, prosperity and poverty*. 1st ed. New York: Crown Publishers. {**Chapter 1, pgs. 7-44**}
- Rodrik, Dani. 2003. *In search of prosperity: analytic narratives on economic growth*. Princeton, N.J.: Princeton University Press {**Introduction, pgs. 1-18**}
- Harriss, John. 2014. "Development Theories." In *International Development: Ideas, Experiences and Prospects*, eds. B. Currie-Adler, R. Kanbur, D. Malone and R. Medhora (**Pgs. 35-47**)

#### **Further reading**

- Gerschenkron, Alexander. 1962. *Economic backwardness in historical perspective, a book of essays*. Cambridge, MA: Belknap Press of Harvard University Press {**pgs. 5-30**}.
- Pritchett, Lant. 1997. "Divergence, Big Time." *Journal of Economic Perspectives* 11 (3):3-17.

- Easterly, William. 2001. *The elusive quest for growth: economists' adventures and misadventures in the tropics*. Cambridge, Mass.: MIT Press. {**Chapter 1, Pgs. 5-15 and Conclusion, pgs. 285-291**}
- Kohli, Atul. 2002. "State, Society and Development." In *Political Science: The State of the Discipline*, ed. H. Milner and I. Katznelson. New York: Norton.
- Migdal, Joel, Atul Kohli and Vivienne Shue. 1994. *State Power and Social Forces: Domination and Transformation in the Third World*. New York: Cambridge University
- Leys, Colin. 1996. *The rise and fall of development theory*. London, Bloomington: J. Currey; Indiana University Press.

### **Week 3 (January 22<sup>nd</sup>): The East Asian “miracle” and the developmental state**

- Wade, Robert. 1990. *Governing the market: economic theory and the role of government in East Asian industrialization*. Princeton, N.J.: Princeton University Press. {**Pgs. 8-33**}
- Amsden, Alice H. 1992. "Asia's Next Giant: South Korea and Late Industrialization." New York: Oxford University Press. {**Chapter 1, Industrializing through Learning, pgs. 1-24**} <http://go.utlib.ca/cat/7061895>
- Doner, Richard, Dan Slater, and Bryan Ritchie. 2005. "Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective." *International Organization* 59 (2):**327 - 61**.  
<http://simplelink.library.utoronto.ca/url.cfm/332412>
- Balassa, Bela. 1988. "The Lessons of East Asian Development: An Overview." *Economic Development and Cultural Change* 36 (3):**S273-S90**.  
<http://simplelink.library.utoronto.ca/url.cfm/461078>
- Wong, Joseph (2011). *Betting on biotech: innovation and the limits of Asia's developmental state*. Ithaca, N.Y.: Cornell University Press. {**Introduction, pgs. 1-15**}  
<http://go.utlib.ca/cat/8176514>

### **Further reading**

- Johnson, Chalmers. 1982. *MITI and the Japanese miracle: the growth of industrial policy, 1925-1975*. Stanford, Calif.: Stanford University Press.
- Evans, Peter B. 1995. *Embedded autonomy: states and industrial transformation*. Princeton, N.J.: Princeton University Press.
- Evans, Peter, and James Rauch. 1999. "Bureaucracy and Growth: A Cross-National Analysis of the Effects of "Weberian" State Structures on Economic Growth." *American Sociological Review* 64 (5):**748 - 65**.
- Kohli, Atul. 2004. *State-directed development: political power and industrialization in the global periphery*. Cambridge: Cambridge University Press.
- Woo-Cumings, Meredith. 1999. *The developmental state*. Ithaca, N.Y.: Cornell University Press.

- MacIntyre, Andrew J., T. J. Pempel, and John Ravenhill. 2008. *Crisis as catalyst : Asia's dynamic political economy*. Ithaca: Cornell University Press.
- Krugman, Paul (1994). "The Myth of Asia's Miracle", *Foreign Affairs* 73(6): 62-78.  
<http://simplelink.library.utoronto.ca/url.cfm/409418>

#### **Week 4 (January 29<sup>th</sup>): Economic Transformation in China and India**

##### **Required Reading**

- Brandt, Loren, and Thomas G. Rawski. 2008. *China's great economic transformation*. Cambridge; New York Cambridge University Press. **{Introduction, pgs. 1-26}**  
<http://go.utlib.ca/cat/8358558>
- Naughton, Barry. 2008. "A Political Economy of China's Economic Transition." In *China's great economic transformation*, ed. L. Brandt and T. G. Rawski. Cambridge: **{pgs. 91-135}** <http://go.utlib.ca/cat/8358558>
- Kohli, Atul. 2004. *State-directed development: political power and industrialization in the global periphery*. Cambridge: Cambridge University Press. **{Ch. 7, pgs. 257-288}**  
<http://go.utlib.ca/cat/8158225>
- Kohli, Atul. 2012. *Poverty amid plenty in the new India*. Cambridge; New York: Cambridge University Press. **{Introduction, pgs. 1-18}**
- Bardhan, Pranab. 2010. *Awakening giants, feet of clay: assessing the economic rise of China and India*. Princeton, NJ: Princeton University Press. **{Chapter 10, Looking to the Future: Through the Lens of Political Economy, Pgs. 125-159}**  
<http://go.utlib.ca/cat/8837740>

##### **Further Reading**

- Guthrie, Doug. 2009. *China and globalization: the social, economic and political transformation of Chinese society*. New York: Routledge.
- Huang, Yasheng. 2008. "Capitalism with Chinese characteristics: entrepreneurship and the state." Cambridge; New York: Cambridge University Press.
- Yang, Dali L. 2004. *Remaking the Chinese leviathan: market transition and the politics of governance in China*. Stanford, Calif.: Stanford University Press.
- Yang, Dali. 2006. "Economic Transformation and its political discontents in China: Authoritarianism, Unequal Growth, and the Dilemmas of Political Development." *Annual Review of Political Science* 9 (1):**143 - 64**.  
<http://simplelink.library.utoronto.ca/url.cfm/332417>
- Dreze, Jean and Sen, Amartya. 2013. *An Uncertain Glory: India and Its Contradictions*. London: Allen Lane.
- Panagariya, Arvind. 2008. *India: the emerging giant*. Oxford; New York: Oxford University Press.

- Subramanian, A. 2008. *India's Turn: Understanding the Economic Transformation*. New Delhi: OUP.
- Bhagwati, Jagdish N. 1993. *India in transition: freeing the economy*. Oxford [England]; New York: Clarendon Press.
- Jenkins, Rob. 1999. *Democratic politics and economic reform in India*. Cambridge, UK ; New York: Cambridge University Press.
- Rodrik, Dani. 2003. *In search of prosperity: analytic narratives on economic growth*. Princeton, N.J.: Princeton University Press.

## **Week 5 (February 5<sup>th</sup>): Growth in Latin America and Africa**

### **Required Reading**

- Acemoglu, Daron and James Robinson. 2010. "Why is Africa Poor?" *Economic History of Developing Regions* 25(1): **21-50**  
<http://simplelink.library.utoronto.ca/url.cfm/461148>
- Van de Walle, Nicolas. 2001. *African economies and the politics of permanent crisis, 1979-1999*. Cambridge; New York: Cambridge University Press. **{Introduction and Chapter 1, pgs. 1-19, 47-63}**.
- Radelet, Steven. 2010. "Success stories from 'Emerging Africa' ", *Journal of Democracy* 21(4): **87-101** <http://simplelink.library.utoronto.ca/url.cfm/332402>
- Kaufman, Robert. 1990. "How Societies Change Development Models or Keep Them: Reflections on the Latin American Experience in the 1930s and the Postwar World." In *Manufacturing Miracles: Paths of Industrialization in Latin America and East Asia*, ed. G. Gereffi and D. Wyman. Princeton: Princeton University Press. **{pgs. 110-135}**
- Kingstone, Peter. 2011. *The Political Economy of Latin America: Reflections of Neoliberalism and Development*. New York: Routledge. **{Pgs. 45-126}**  
<http://go.utlib.ca/cat/8773106>

### **Further reading**

- Ndulu, B. J. 2008. *The political economy of economic growth in Africa, 1960-2000*. 2 vols. Cambridge: Cambridge University Press.
- Ernest Aryeetey et al. (eds). 2012. *Oxford Companion to Economics in Africa*. Oxford: Oxford University Press.
- Sandbrook, Richard, and Judith Barker. 1985. *The politics of Africa's economic stagnation*. Cambridge [Cambridgeshire]; New York: Cambridge University Press.
- Rodrik, Dani. 2003. *In search of prosperity: analytic narratives on economic growth*. Princeton, N.J.: Princeton University Press.
- Mkandawire, Thandika. 2001. "Thinking about Developmental States in Africa." *Cambridge Journal of Economics* 25(3).

- Edwards, Sebastian. 2010. *Left behind: Latin America and the false promise of populism*. Chicago: The University of Chicago Press.
- Franko, Patrice M. 2007. *The puzzle of Latin American economic development*. 3rd ed. Lanham, Md.: Rowman & Littlefield Publishers.
- Cardoso, Fernando Henrique, and Enzo Faletto. 1979. *Dependency and development in Latin America*. Berkeley: University of California Press.
- O'Donnell, Guillermo A. 1979. *Modernization and bureaucratic-authoritarianism: studies in South American politics*. Berkeley: Institute of International Studies, University of California.
- Panizza, Francisco. 2009. *Contemporary Latin America: development and democracy beyond the Washington consensus*. London: Zed Books. {pgs. 9-30}

## Week 6 (February 12<sup>th</sup>): Geography vs. institutions

### Required Reading

- Sokoloff, Kenneth, and Stanley Engerman. 2000. "History lessons: Institutions, factor endowments, and paths of development in the New World." *Journal of Economic Perspectives* 14 (3): 217-32. <http://simplelink.library.utoronto.ca/url.cfm/332404>
- Sachs, Jeffrey. 2003. "Institutions matter, but not for everything." *Finance and Development* 40(2): 38-41
- Rodrik, Dani and Arvind Subramanian. 2003. "The primacy of institutions (and what this does and does not mean)." *Finance and Development* 40(2): 31-34
- Herbst, Jeffrey (2000). *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press. {Introduction and Chapter 1, pgs. 1-31}
- Collier, Paul. 2007. "The bottom billion: why the poorest countries are failing and what can be done about it." Oxford; New York: Oxford University Press {Chapter 3, Natural Resource Trap, Pgs. 38-52} <http://go.utlib.ca/cat/8112238>

### Further reading

- Diamond, Jared. 2005. *Guns, Germs and Steel: the fates of human societies*. New York: Norton
- Sachs, Jeffrey, and David Bloom. 1998. "Geography, demography, and economic growth in Africa." *Brookings Papers on Economic Activity* 2:207-95. <http://simplelink.library.utoronto.ca/url.cfm/332405>
- Acemoglu, Daron, James Robinson, and Simon Johnson. 2003. "Disease and Development in Historical Perspective." *Journal of the European Economic Association* 1 (2/3): 397-405. <http://simplelink.library.utoronto.ca/url.cfm/332406> (\*\* Choose the Business Source Premier link)

- Ross, Michael. 1999. "The political economy of the resource curse." *World Politics* 51 (2): 297-322. <http://simplelink.library.utoronto.ca/url.cfm/332403>
- Humphreys, Macartan, Jeffrey Sachs, and Joseph E. Stiglitz. 2007. *Escaping the resource curse*. New York: Columbia University Press.
- Ross, Michael. 2001. "Does Oil Hinder Democracy?," *World Politics* 53(3): 325-361
- Easterly, William and Levine, Ross. 2003. "Tropics, germs, and crops: how endowments influence economic development," *Journal of Monetary Economics* 50(1)

## **Week 7 (February 26<sup>th</sup>): Colonial legacies**

### **Required Reading**

- Acemoglu, Daron, James Robinson, and Simon Johnson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91 (5):1369 - 401. <http://simplelink.library.utoronto.ca/url.cfm/332408>
- Kohli, Atul. 1994. "Where do high growth political economies come from? The Japanese lineage of Korea's "developmental state"." *World Development* 22 (9):1269-93. <http://simplelink.library.utoronto.ca/url.cfm/332410>
- Nunn, Nathan. 2008. "The Long-term Effects of Africa's Slave Trades." *Quarterly Journal of Economics* 123 (1):139 - 76. <http://simplelink.library.utoronto.ca/url.cfm/332409>
- Sandbrook, Richard, and Judith Barker. 1985. *The politics of Africa's economic stagnation*. Cambridge [Cambridgeshire] ; New York: Cambridge University Press. {"Colonial Roots of the Contemporary Crisis", pgs. 42-62} <http://go.utlib.ca/cat/8370540>
- 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 <http://simplelink.library.utoronto.ca/url.cfm/461151>

### **Further reading**

- 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):1190-213
- Englebort, Pierre. 2000. "Pre-colonial institutions, post-colonial states, and economic development in tropical Africa," *Political Research Quarterly* 53(1)
- Iyer, Lakshmi. 2010. "Direct versus Indirect Colonial Rule in India: Long-Term Consequences," *The Review of Economics and Statistics*, 92(4)
- Acemoglu, Daron, and James A. Robinson. 2012. *Why nations fail: the origins of power, prosperity and poverty*. 1st ed. New York: Crown Publishers. {Pgs.70-95}

## Week 8 (March 5th): Democracy and authoritarianism

### Required Reading

- Sen, Amartya (2000). *Development as Freedom*. New York: Anchor. {**Chapter 6, The Importance of Democracy, pgs. 146-159**}
- Przeworski, Adam, and Fernando Limongi. 1993. "Political Regimes and Economic Growth." *Journal of Economic Perspectives* 7 (3):**51-69**.  
<http://simplelink.library.utoronto.ca/url.cfm/332414>
- Gerring, John, Philip Bond, William T Barndt, and Carola Moreno. 2005. "Democracy and Economic Growth: A Historical Perspective." *World Politics* 57 (3):**323 - 64**.  
<http://simplelink.library.utoronto.ca/url.cfm/422678>
- Ross, Michael. 2006. "Is Democracy Good for the Poor?" *American Journal of Political Science* 50(4): 860-874 <http://simplelink.library.utoronto.ca/url.cfm/422682>
- Acemoglu, Daron, and James A. Robinson. 2012. *Why nations fail: the origins of power, prosperity and poverty*. 1st ed. New York: Crown Publishers. {**Selection – “The irresistible charm of authoritarian growth,” pgs. 437-447**}

### Further reading

- Huntington, S. 1987. "The Goals of Development" in Huntington, S. and Weiner, M (eds.). 1987. *Understanding political development: an analytic study*. Boston: Little, Brown.
- Barro, R. 1996. "Democracy and Growth," *Journal of Economic Growth*, 1(1): 1 - 27
- Bardhan, P. 1993. "Symposium of Democracy and Development," *Journal of Economic Perspectives* 7(3)
- Sirowy, Larry, and Alex Inkeles. 1990. "The Effects of Democracy on Economic Growth and Inequality: A review." *Studies In Comparative International Development* 25 (1):**126-157**.
- Yang, Dali. 2006. "Economic Transformation and its political discontents in China: Authoritarianism, Unequal Growth, and the Dilemmas of Political Development." *Annual Review of Political Science* 9 (1):**143 - 64**.

## Week 9 (March 12<sup>th</sup>): Ethnicity and Economic Performance; Final Paper Presentations

### Required Reading

- Easterly, William, and Ross Levine. 1997. "Africa's Growth Tragedy: Policies and Ethnic Divisions." *Quarterly Journal of Economics* 112 (4):1203-50.  
<http://simplelink.library.utoronto.ca/url.cfm/332418>
- Collier, Paul. 2000. "Ethnicity, Politics and Economic Performance." *Economics and Politics* 12 (3):225-45. <http://simplelink.library.utoronto.ca/url.cfm/332419> \* You can

skip the formal model. Try to understand the logic of the argument and the main empirical findings.

- Lieberman, Evan. 2009. *Boundaries of contagion: how ethnic politics have shaped government responses to AIDS*. Princeton: Princeton University Press. {pgs. 1-11, 25-60}
- Posner, Daniel (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 <http://simplelink.library.utoronto.ca/url.cfm/409434>

### **Further reading**

- Alesina, A, Easterly, W, and Baqir, R. 1999. "Public Goods and Ethnic Divisions," *quarterly Journal of Economics*, 114(4)
- Alesina, A and Ferrara. E. 2005. "Ethnic Diversity and Economic Performance," *Journal of Economic Literature*, 43(3)
- Banerjee, A and Somanathan, R. 2007. "The political economy of public goods: Some evidence from India," *Journal of Development Economics* 82(2)
- Miguel, E and Gugerty, M. 2005. Ethnic diversity, social sanctions, and public goods in Kenya, *Journal of Public Economics* 89(11)
- Chandra, Kanchan, and Steven Wilkinson. 2008. "Measuring the Effect of "Ethnicity"." *Comparative Political Studies* 41 (4/5):515-63.  
<http://simplelink.library.utoronto.ca/url.cfm/332420>
- Singh, Perna. 2011. "We-ness and Welfare: A Longitudinal Analysis of Social Development in Kerala, India," *World Development* 39(2): 282-293

### **Week 10 (March 19<sup>th</sup>): Foreign Aid; Final Paper Presentations**

#### **Required Reading**

- Sachs, Jeffrey. 2005. *The end of poverty: economic possibilities for our time*. New York: Penguin Press. {pgs. 56-73; 266-287}
- Burnside, C and Dollar, D. 1997. "Aid, Policies, and Growth." *American Economic Review* 90(4): 847-868. <http://simplelink.library.utoronto.ca/url.cfm/332424>
- Easterly, William. 2006. *The white man's burden: why the West's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Press. {Chapter 1, pgs. 3-30}
- Moyo, Dambisa. 2010. *Dead aid: why aid is not working and how there is a better way for Africa*. New York: Farrar, Straus and Giroux {pgs. 48-68}

#### **Further Reading**

- Alesina, A and Dollar, D. 2000. "Who Gives Foreign Aid to Whom and Why?" *Journal of Economic Growth* 5(1): 33-63

- Woods, N. 2008. “Whose Aid? Whose Influence? China, emerging donors and the silent revolution in development assistance” *International Affairs* 84 (6): 1205-1221  
<http://simplelink.library.utoronto.ca/url.cfm/461096>
- Easterly, William. 2003. “Can Foreign Aid Buy Growth?” 17(3): **23-48**.  
<http://simplelink.library.utoronto.ca/url.cfm/332423>
- Moss, T, Pettersson, G and Van de Walle, N (2008) . “An Aid-Institutions Paradox? A Review Essay on Aid Dependency and State Building in Sub-Saharan Africa” in Easterly, W (ed.) *Reinventing Foreign Aid*. Cambridge: MIT Press
- Ferguson, James and Larry Lohman. 1994. “The Anti-Politics machine: development and bureaucratic power in Lesotho.” *The Ecologist* 24(5): 176-181

### **Week 11 (March 26<sup>th</sup>): Globalization; Final Paper Presentations**

#### **Required Reading**

- Williamson, J (2008). “A Short History of the Washington Consensus” in Narcís Serra and Joseph E. Stiglitz (eds), *The Washington Consensus reconsidered: towards a new global governance*." Oxford: Oxford University Press. {**Chapter 2**} <http://go.utlib.ca/cat/8098450>
- Rodrik, Dani. 2011. *The globalization paradox: democracy and the future of the world economy*. New York: W. W. Norton & Co. {**pgs. 135-206, chapters 7, 8 and 9**}

#### **Further reading**

- Dollar, D and Kraay, A. 2004. “Trade, Growth and Poverty.” *Economic Journal* 114(493): F22-F49
- Stiglitz, J (2008). “Is there a Post-Washington Consensus Consensus?” in Narcís Serra and Joseph E. Stiglitz (eds), *The Washington Consensus reconsidered: towards a new global governance*." Oxford: Oxford University Press.{**Chapter 4**}
- Stiglitz, Joseph E. 2003. *Globalization and its discontents*. New York: W.W. Norton.
- Collier, Paul. 2007. "The bottom billion: why the poorest countries are failing and what can be done about it." Oxford ; New York: Oxford University Press.
- Harvey, David. 2005. *A brief history of neoliberalism*. Oxford ; New York: Oxford University Press
- Przeworski, A and Vreeland, J. 2000. “The effect of IMF programs on economic growth.” *Journal of Development Economic* 62 (2)
- Milanovic, Branko. 2003. “The Two Faces of Globalization: Against Globalization as We Know It.” *World Development* 31(4): **667 – 683**.

### **Week 12 (April 2<sup>nd</sup>): Concluding remarks; Final Paper Presentations**

- No assigned readings