

POL 445H1S/ 2345H1S
Politics of Growth in Developing Countries

Time: Tuesday 2-4pm

Location: TC 22

Instructor: Professor Francis Wiafe-Amoako

Office hours: Tuesdays 12:15 – 1:45pm or by appointment

Office: TBA

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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, foreign aid, and growth and distribution.

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 must 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 11pm every Monday prior to 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. Please note you will be evaluated on the quality and the quantity of your contribution to discussions. In addition to participating regularly 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 prepare for class by completing all the assigned readings prior to each session to ensure substantive discussion.

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) under "Course Readings"

Course evaluation, requirements and due dates

This is a joint graduate/senior undergraduate 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 required to attend each session.** Unexcused absences will lead to a zero (0) for that session.
- You will be evaluated both on the degree of class participation in each session as well as the quality of participation. **Each student must identify and post at least two discussion questions or issues raised in the week's readings on Blackboard by 11pm every Monday prior to class.**

2) Critical Review Essays (4 essays): 40% (10% each)

- You may choose the four weeks in which you would like to turn in your essays with the caveat that **two of your four papers must be on any readings from weeks 2 to 6 and the other two must be from topics covered in weeks 7 to 12. A hard copy of the essay is due at the start of class.** Essays must cover the set of readings that will be discussed in that session.

3) Research Proposal (for Final Research Paper): 5%

- **A hard copy of your paper is due at the start of class on February 13th.**

4) Final Research paper: 30%

- **A hard copy of your paper is due at the start of class on April 3rd.**

5) Class Presentation of Final Research Paper: 10%

- These will take place in the last two or three sessions of the semester depending on number of students in the class. Students indicate preferences in the first class.

Guidelines for written assignments and presentations

Critical review essays: All students are required to write 4 short review essays (4 - 5 pages). Hard copies of your essays are due at the start of class. Each essay should cover the set of readings that will be discussed in that session. I will not accept an essay on readings from an earlier week. Please note that you may not hand in more than one essay in a particular week.

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;

Links to other readings/ topics covered

- It is useful to think about and highlight any links or debates with other readings/issues/themes that have been covered in earlier weeks.

Research Proposal: To help you get started on your final paper, you are required to hand in a 3-5 page preparatory paper (excluding bibliography). The preparatory paper 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 four articles or books for the preparatory paper. The main portion of the paper should focus on placing your research in the context of the broader literature.
- Identify the case(s) that you will be using as evidence in the final research paper. In doing so, you must include a brief explanation for case selection.

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

Final research paper: You are required to write a final research paper (undergraduates: 10-15 pages; graduates: 15-20 pages) 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 country cases in your paper. That is, it could either focus on evidence from one country or you may compare two or more countries. I strongly encourage you to come to office hours to discuss your research paper question with me prior to February 13th when the Research Proposal is due.

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 preparatory paper.

Class presentation of final research papers: Students are required to make one 10-minute presentation of their final research paper. These presentations will occur in the last 2 or 3 weeks of the semester depending on class size. You are required to make a 10 minute presentation using PowerPoint (or other presentation tool) of the main question and argument of your final research paper. You need not bring your laptops and can either email me your presentation prior to class or bring a USB stick to class with the presentation.

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. Deadlines for handing in papers are included in the course evaluation and requirements section on pg.2 of the syllabus.

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 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. Since all due dates are stated on the syllabus, I am unlikely to grant extensions and you should plan accordingly. 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 preparatory papers that are handed in any time after the deadline (pg.2 under Course

evaluation and requirements). 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 3rd 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 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. 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/>

Part I: Key concepts, themes and debates

Week 1(January 9th): Introduction

- No assigned readings
- Indicate choices for final paper presentations

Week 2 (January 16th): 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**}
- 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**}
- 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>
- Leys, Colin. 1996. *The rise and fall of development theory*. London, Bloomington: J. Currey; Indiana University Press. {**Chapter 1, pgs. 3-44**}

Further reading

- 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**}

Part II: Regional variation in growth

Week 3 (January 23rd): The East Asian “miracle” and China’s transformation

Required Reading

- 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>
- 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/332401> (**Choose the Business Source Premier link)
- Krugman, Paul (1994). "The Myth of Asia's Miracle", *Foreign Affairs* 73(6): 62-78. <http://simplelink.library.utoronto.ca/url.cfm/409418>
- 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>

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.
- Kohli, Atul. 2004. *State-directed development: political power and industrialization in the global periphery*. Cambridge: Cambridge University Press.
- Guthrie, Doug. 2009. *China and globalization: the social, economic and political transformation of Chinese society*. New York: Routledge.
- Bardhan, Pranab. 2010. *Awakening giants, feet of clay: assessing the economic rise of China and India*. Princeton, NJ: Princeton University Press.
- 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.

Week 4 (January 30th): Growth in India, Latin America and Africa

Required Reading

- 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}
- 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 and 49-63}.
- 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}

• Panizza, Francisco. 2009. *Contemporary Latin America: development and democracy beyond the Washington consensus*. London: Zed Books. {pgs. 9-30}

Further reading

- 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.
- Ndulu, B. J. 2008. *The political economy of economic growth in Africa, 1960-2000*. 2 vols. Cambridge: Cambridge University Press.
- Sandbrook, Richard, and Judith Barker. 1985. "The politics of Africa's economic stagnation." In *African society today*. 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.
- Herbst, Jeffrey Ira. 2000. *States and power in Africa: comparative lessons in authority and control*. Princeton, N.J.: Princeton University Press.
- 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.

Part III: Key themes

Week 5 (February 6th): 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
- 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}
- 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
- Ross, Michael. 1999. "The political economy of the resource curse." *World Politics* 51 (2): 297-322.
<http://simplelink.library.utoronto.ca/url.cfm/332403>

- 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)
- 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 6 (February 13th): 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>
- 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**}
- 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**.
<http://simplelink.library.utoronto.ca/url.cfm/332407>
- 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>
- 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>

Further reading

- Englebert, 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)
- Berger, Daniel. 2009. Taxes, institutions and local governance: evidence from a natural experiment in colonial Nigeria {<http://www.cis.yale.edu/leitner/resources/PMF-papers/NigeriaPaper.pdf>}

READING WEEK: WEEK OF FEBRUARY 20- NO CLASS

Week 7 (February 27th): The role of the state

Required Reading

- Gerschenkron, Alexander. 1962. *Economic backwardness in historical perspective, a book of essays*. Cambridge,: Belknap Press of Harvard University Press {**pgs. 5-30**}.
- Kohli, Atul. 2002. "State, Society and Development." In *Political Science: The State of the Discipline*, ed. H. Milner and I. Katznelson. New York: Norton.
- Amsden, Alice H. 1992. "Asia's Next Giant: South Korea and Late Industrialization." New York: Oxford University Press. {**Chapter 6, Getting Relative Prices “Wrong”: A Summary, pgs. 139-156**} <http://go.utlib.ca/cat/7061895>
- 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**. <http://simplelink.library.utoronto.ca/url.cfm/332411>
- 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>
- 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

- Woo-Cumings, Meredith. 1999. *The developmental state*. Ithaca, N.Y.: Cornell University Press.
- 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.
- Kohli, Atul. 2004. *State-directed development: political power and industrialization in the global periphery*. Cambridge: Cambridge University Press.
- Migdal, Joel, Atul Kohli and Vivienne Shue. 1994. *State Power and Social Forces: Domination and Transformation in the Third World*. New York: Cambridge University
- Wade, Robert. 1990. *Governing the market: economic theory and the role of government in East Asian industrialization*. Princeton, N.J.: Princeton University Press.
- MacIntyre, Andrew J., T. J. Pempel, and John Ravenhill. 2008. *Crisis as catalyst: Asia's dynamic political economy*. Ithaca: Cornell University Press.

Week 8 (March 6th): 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>
- 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**}
- 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/332415>
- 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>

- Ross, Michael. 2006. "Is Democracy Good for the Poor?" *American Journal of Political Science* 50(4): 860-874

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.
<http://simplelink.library.utoronto.ca/url.cfm/332416>

Week 9 (March 13th): Ethnic diversity, policy and performance

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.
- 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>
- 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)
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Week 10 (March 20th): Globalization

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Week 11 (March 27th): Foreign Aid

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- Sachs, Jeffrey. 2005. *The end of poverty: economic possibilities for our time.* New York: Penguin Press. **{pgs. 56-73; 266-287}**
- Ferguson, James and Larry Lohman. 1994. "The Anti-Politics machine: development and bureaucratic power in Lesotho." *The Ecologist* 24(5): 176-181

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- Alesina, A and Dollar, D. 2000. “Who Gives Foreign Aid to Whom and Why?” *Journal of Economic Growth* 5(1): **33-63**
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Week 12 (April 3rd): Growth and distribution

Required reading

- Fields, Gary S. 2001. *Distribution and development: a new look at the developing world*. Cambridge, Mass.: Russell Sage Foundation; **{Ch., pgs. 35-70}**
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