POL 445H1F/ 2345H1F
Politics of Growth in Developing Countries

Time: Thursday 2-4pm
Location: BA B025

Instructor: Professor Kanta Murali
Office hours: Mondays 3-5pm 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, 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 Quercus 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 one oral presentation on the final research paper.

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 Quercus (q.utoronto.ca) under
“Modules”. 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 and will have to write a longer final paper. The final grade will be calculated as follows:

1) **Weekly class participation and attendance : 10%**
   - 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 section of Quercus by noon every Thursday before class (for weeks 2 to 11). The discussion section 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) : 45% (15% each)**
   - All students are required to write 3 short review essays (4 - 5 pages, double-spaced, 12 point font).
   - You may choose the weeks in which you would like to turn in your essays with the caveat that two papers must on readings for any week from week 2 to 7 and one paper must be from week 8 to 11.
   - 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): 5%**
   - A hard copy of your proposal is due at the start of class on November 1st.

4) **Final Research paper: 30%**
   - Please email a copy of your final paper to me by 5pm on December 3rd.

5) **Article presentation: 5%**
• After the first class, I will assign each of you randomly to one reading on the syllabus in weeks 2 to 11. You will have to give a short presentation (7-10 minutes) on that particular reading.

6) Class Presentation of Final Research Paper : 5%
• Students will be asked to make a 10 minute presentation of the basic question and framework of their final paper. Presentations will take place in the last four or five sessions of the semester depending on number of students in the class. Students indicate preferences in the second class and I will draw up a schedule based on those choices.

Guidelines for written assignments and presentations

Short review essays: The 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:
  o What is the question/topic that is being addressed?
  o What is the author’s main argument? What are the specific mechanisms that link the explanatory variables to the outcome of interest?
  o What evidence does the author use to support her argument?

• Analysis:
  o Overall, what do you see as the main strengths and weaknesses of the reading?
  o How well does the empirical evidence support the author’s claims?
  o Are there omitted factors/variables that might be able to explain the outcome of interest?
  o Does the author address alternate explanations where relevant?
  o Are there broader questions/issues/implications that are not addressed?
  o 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;
  o 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: 15-20 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 November 1st 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 can 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 1-2 page research proposal (excluding bibliography). The proposal is intended to help you begin preparation for the final research paper. The proposal should do the following:

- Identify the specific research question that you would like to examine in your final research paper.
- Identify the case(s) that you will be analyzing in the final research paper.
- Outline briefly how does the question relates to the existing literature or debates on the topic. In particular, it is useful to ask why the question you intend to ask is puzzling/ relevant/ interesting in light of the existing literature.

**Article presentation:** Presentations should be 7-10 minutes. You should offer a summary of the main question or topic analyzed, the central argument or explanation of the reading, and what you thought were its strengths and/or weaknesses.

**Class presentation of final research papers:** You should be prepared to present the question and basic framework of your final paper (it is expected that your paper will be at an early stage when you present). 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 4 or 5 weeks of the semester depending on final class size.
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, Quercus and course information: This course will use Quercus (q.utoronto.ca). Important course information may also be sent occasionally via email. Please ensure you have a valid U of T email. It is your responsibility to log on to Quercus regularly and obtain relevant information. You will also use Quercus 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 only (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 (final research papers only): 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 short 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 research papers: Late research papers must be emailed to me. I will use the time at which your email was received to determine late penalties.
**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](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 (September 6th): Introduction

- Introductory remarks
- No required readings this week

Week 2 (September 13th): Themes and debates

Required Reading


Further reading
• Lange, Matthew and Dietrich Rueschemeyer. 2005. “States and Development.” In States and Development: Historical Antecedents of Stagnation and Advance, eds. Matthew Lange and Dietrich Rueschemeyer. New York: Palgrave Macmillan {Chapter 1, “States and Development”, pgs. 3-23}
Week 3 (September 20th): The East Asian “miracle” and the developmental state


Further reading


**Week 4 (September 27th): Economic Transformation in China and India**

**Required Reading**


**Further Reading**


**Week 5 (October 4th): Growth in Latin America and Africa**

**Required Reading**


  [http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/0309166x/v25i0003/289_tadsia.xml](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/0309166x/v25i0003/289_tadsia.xml)

  [http://simplelink.library.utoronto.ca/url.cfm/332402](http://simplelink.library.utoronto.ca/url.cfm/332402)

  [http://go.utlib.ca/cat/8773106](http://go.utlib.ca/cat/8773106)

  [http://go.utlib.ca/cat/8158225](http://go.utlib.ca/cat/8158225)

**Further reading**

  [http://go.utlib.ca/cat/8370540](http://go.utlib.ca/cat/8370540)
• 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
Week 6 (October 11th): Colonial legacies

Required Reading


Further reading

Week 7 (October 18th): Democracy and authoritarianism

**Required Reading**


**Further reading**


Week 8 (October 25th): Ethnicity and Economic Performance

**Required Readings**


**Further reading**


**Week 9 (November 1st): Foreign Aid; Final Paper Presentations**

**Required Reading**


• 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**


http://simplelink.library.utoronto.ca/url.cfm/461096


http://simplelink.library.utoronto.ca/url.cfm/332423


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**Week 10 (November 15th): Globalization; Final Paper Presentations**

**Required Reading**


**Further Reading**


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**Week 11 (November 22nd): Growth, inclusion and social democracy; Final Paper Presentations**

**Required Reading**


**Week 12 (November 29th): Concluding remarks; Final Paper Presentations**

• No assigned readings