

[POL 362] Politics of Developing Nations

Spring 2019

Class Day & Time: M, W, F 10:20am-11:10am

Van Hoesen Hall B0232

Professor Yujeong Yang

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Office: Old Main 208-C

Office hour: M, W, F 11:20am-12pm & 3pm-4pm

Course Outline

Why are some countries underdeveloped while some other countries developed? This course is organized to answer this question by examining key themes, including international and domestic roots of underdevelopment, state-building processes and institutions, inequality in the developing world in Asia, Africa, Latin America, and Middle East. This section composed of four large parts. Part 1 lays out the groundwork for future discussion by defining what is development and the role of state. In Part 2, we focus on the international root of poverty. In Part 3, we discuss the domestic sources of underdevelopment, focusing on the role of domestic political and economic institutions. In Part 4, we will also discuss the impact of ethnicity, gender inequality, labor market dualization, and religious diversity on development.

Course Objectives

This course has the following objectives:

- To provide analytic frameworks with which students understand current issues in politics of developing nations.
- To develop the ability to apply the concepts and theories discussed in the course to analyze current issues in politics of developing nations in paper assignments.
- To further the student's understanding of cultural differences in world views, traditions, political and social institutions, values, and social systems.
- To train the students to become adept consumers of social science research that features both qualitative and quantitative analysis.

Assignment and Grades

5 Quizzes	10%
Midterm	25%
Final	25%
Research Project	30%
• Research proposal	10%
• Final Paper	20%
Class Attendance and Participation	10%
Total	100%

Grade Scale: Final grades for the course will be determined as follows: A+ (100+); A (95-100); A- (90-94); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72)

Textbook

Baker, Andy. 2013. Shaping the Developing World: The West, The South, and the Natural World

One book is required and should be purchased. Additional course readings will be available for download from blackboard. Some readings are to be announced (TBA) later. There may be changes in the readings as we go along. I will communicate with you prior to any changes.

Students are expected to have completed the readings in advance of our meeting.

Course Materials

- Quizzes (5*2=10%)
 - There will be seven short in-class quizzes in this semester. (For the specific quiz schedule, see the course schedule below). Some of the quiz questions will be recycled and will show up in the Midterm and Final. In this regard, the weekly quizzes are great study guides for students.
 - Quiz 1: Lecture #3-#6
 - Quiz 2: Lecture #7-#9
 - Quiz 3: Lecture #10-#12
 - Quiz 4: Lecture #13-#15
 - Quiz 5: Lecture #22-#25
 - Quiz 6: Lecture #27-#32
 - Quiz 7: Lecture #33-#37
 - **Wildcard policy:** Two quizzes with the lowest grades will be dropped when calculating the quiz grades.
- Midterm (25 %) and Final (25 %)
 - The format of the midterm and final will consist of a combination of TF questions, multiple choices and short answers. The midterm will cover materials from Class#2-17, and the final from Class #2-49.
- Research Project (30%)
 - In your final research project, you can either address a research question that we have covered in class or develop your own research questions. The goal of the final paper is not to create an encyclopedia entry for a selected topic. Each paper should provide a basic research question, thesis statement, and student's own arguments buttressed by empirical evidence.
 - 10% of the final grade come from the research proposal. The research proposal should be 2-page long (12 point, Times New Roman) and should be submitted by **Mar 25th 11:59pm**. Before submitting the proposal, each student **MUST** meet with me individually at least once to discuss the research idea, develop the research question, select the best cases to explore. Students who did not discuss the topic with the professor before the proposal deadline would receive 1/3 of a letter grade penalty.
 - On **Mar 13th** and **Mar 15th**, there will be no class meeting. Instead, students are required to participate in an individualized meeting to discuss how to develop the proposal.

- For the final paper, students must use at least 8 scholarly sources (books or articles) in addition to news sources. I can recommend relevant journal articles or books during the one-on-one meetings (So take a full advantage of the office hour and the individualized meeting).
- On **April 5th** and **May 4th**, there will be no class meeting. Instead, students are required to participate in an individualized meeting to discuss how to develop the research project. The instructor will provide detailed feedback based on the proposal submitted earlier. Since the meeting substitutes a class meeting, it is **mandatory** for each student to participate in the individualized meeting. Whether and how successfully the student reflected the comments and feedback given during the meeting will affect their paper grades.
- The final essays must be between 2,500 and 3,000 words total (including in-text citation and footnotes but excluding bibliography and cover page), and be double spaced. Please include a word count on the front of your paper (MS Word has the word count function). A shorter or longer paper will result in a deduction from your essay grades.
- Class attendance and participation (10%)
 - Attendance will be taken for each session. You can have 2 unexcused absences. You can only be excused for missing class if you have an official reason approved by the instructor at least 2 weeks prior to the date. Absences due to illness or family emergency will be excused **with appropriate documentation** (i.e. doctor's note, flight/train/bus ticket, etc). Each subsequent unexcused absence will reduce their grades by 0.5 points.
- Extra-Credit Opportunities
 - There will be six opportunities for extra credit. All these opportunities are listed in the syllabus. Late submissions will not be permitted. Also note that unqualified work may earn no extra-credit even after submission. There will be no other opportunities for extra credit than the ones mentioned in the syllabus.

Policies

Extensions, Make-up Exams, and late submissions

- Extensions will not be granted. If you miss an assignment or hand it in late, you will receive **zero points** for it.
- Make-up examinations are **not permitted for any reason** other than death in the family or a serious medical condition **requiring a doctor's note**. If you have legitimate reasons why you will/were not in class at that time (such as athletes), please provide evidence **beforehand**.
- I do not allow make-up quizzes for any reason other than death in the family or a serious medical condition requiring a doctor's note. Therefore, plan for contingencies and do not wait until the last minute.

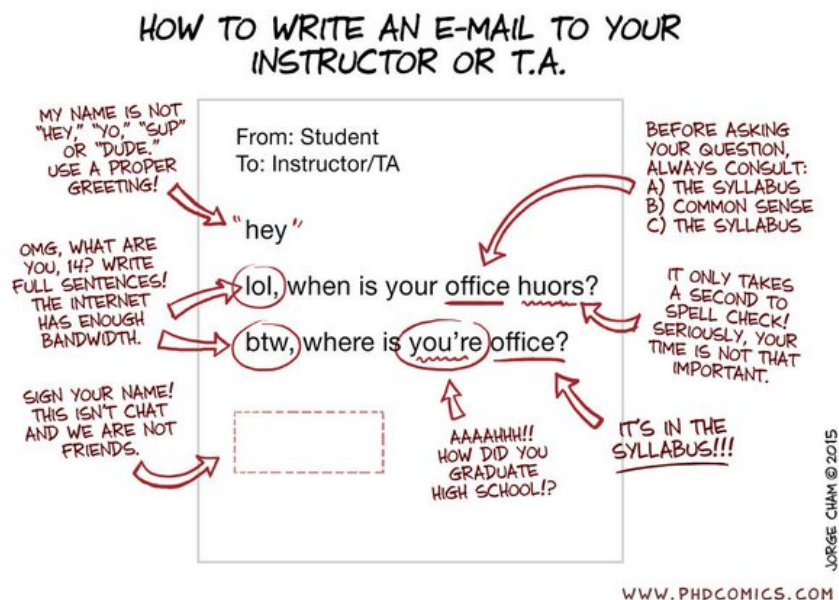
Classroom Environment

This class is a safe space for open and lively discussion which may even deal with contentious and sensitive political issues. For any reason, I will never allow any personal attacks on any member of this class. Insulting or threatening comments may result in a reduction of the participation grade. If there's any one who feels threatened or insulted, please contact me immediately to resolve the problem.

Getting in Contact

Students are strongly encouraged to come to office hours to discuss questions and share their concerns with me. If you are unable to come to scheduled office hours, I am always happy to work out an alternate appointment that works for us both. Students can also send me an email to discuss their concerns. Use the google spreadsheet (<https://docs.google.com/spreadsheets/d/17NBmweoKfrSzJ5KpqBWxQ1-GsaWrkoJ7YZ3FEq0T-fA/edit#gid=0>) to set up an appointment with me. You can delete your appointment if you want to cancel it.

For email correspondence, I will do my best to get back to you within 24 hours—but please allow me a reasonable response time. I may not respond on weekends and holidays. **Please, write “POL 362” in the subject line.** Also, please follow proper email etiquette. Questions sent via email whose answer is clearly stated on this syllabus are not guaranteed a response.



Cham, J. (2015). *How to write an e-mail to your instructor or T.A.* Retrieved from <http://phdcomics.com/comics/archive.php?comid=1795>

Cell Phones

Cell phones are not allowed during the class. Text messaging is not allowed either. Students are asked to turn their cell phones off or on silent during class. If a student's cell phone rings or vibrates during section, the student will suffer 1/3 of a letter grade penalty for participation and attendance.

Students can use laptops to take notes. However, if students are too distracted by laptops, I reserve the right to change the policy.

Academic Integrity Statement

The College is an academic community whose mission is to promote scholarship through the acquisition, preservation and transmission of knowledge. Fundamental to this goal is the institution's dedication to academic integrity. Providing an atmosphere that promotes honesty and the free exchange of ideas is the essence of academic integrity. In this setting all members of the institution have an obligation to uphold high intellectual and ethical standards.

It is the responsibility of the faculty to impart not only knowledge but also respect for knowledge. It is also the professional responsibility of all faculty members to explain the importance of honesty and respect for knowledge in order to ensure an academic environment that encourages integrity. To establish such an environment, students must recognize that their role in their education is active; they are responsible for their own learning. Specifically, it is the responsibility of students to protect their own work from inappropriate use by others and to protect the work of other people by providing proper citation of ideas and research findings to the appropriate source. This includes the obligation to preserve all educational resources, thereby permitting full and equal access to knowledge.

This academic community takes seriously its responsibilities regarding academic honesty. Academic integrity is absolutely essential to ensure the validity of the grading system and maintain high standards of academic excellence. In addition, all members of the academic community must exhibit behavior exemplifying academic honesty and encourage such behavior in others.

To see what constitutes a violation of academic integrity, see 340.02 of the College Handbook. (<http://www2.cortland.edu/offices/publications/handbook/part-three/#chapter340>)

Accommodation of Disabilities Statement

If you think you need an accommodation for a disability, please let me know **at least two weeks prior to the time** when the accommodation will be needed. Also, please hand me a form issued by Disability Resources Office notifying you of the disability and the accommodation that is expected of you. (If you do not have this paperwork, I may not provide relevant accommodation.) Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. Common accommodations are: a distraction-free testing environment (provided by Disability Resources Office), extra time for exams, note-taking by another student in the class. Any information you provide is private and confidential and will be treated as such. For details and questions, contact Suzanne Sprague, Director of Student Disability Services, at suzanne.sprague@cortland.edu or 607-753-2066.

Course schedule

#		Date	Day	Topic	
1	Week1	1/28	Mon	Introduction	
2		1/30	Wed	What is development?	
3		2/1	Fri	What is state?	
4	Week2	2/4	Mon	Colonial Experience (1)	
5		2/6	Wed	Colonial Experience (2)	
6		2/8	Fri	Case Study: Colonial Experiences in Latin America& Africa	Quiz 1
7	Week3	2/11	Mon	Trade and FDI	
8		2/13	Wed	Case Study: The impact of trade on Jamaican workers	
9		2/15	Fri	Foreign Aid	Quiz 2
10	Week4	2/18	Mon	Resource's Curse	
11		2/20	Wed	The Impact of Geography on Development	
12		2/22	Fri	Case Study: The impact of Tse Tse Fly on African development	Quiz 3
13	Week5	2/25	Mon	Income and Democracy	
14		2/27	Wed	The Regime Effect on Development	
15		3/1	Fri	Case Study: South Korea v.s. China	Quiz 4
16	Week6	3/4	Mon	Domestic Institutions for Economic Development	
16		3/6	Wed	Market building institutions and market preserving institutions	
17		3/8	Fri	Case study: France v.s. England	
18	Week7	3/11	Mon	Review Day	
19		3/13	Wed	<i>Individualized meeting for the proposal</i>	
20		3/15	Fri	<i>Individualized meeting for the proposal</i>	
21	Week8	3/25	Mon	Midterm / Proposal due (by 11:59pm)	
22		3/27	Wed	Good corruption or Bad corruption?	
23		3/29	Fri	Case Study: Nigeria, China, and Russia	
24	Week9	4/1	Mon	Economic Inequality	
25		4/3	Wed	Case Study: Germany example (How Wealth Becomes Power)	Quiz 5
26		4/5	Fri	<i>Individualized meeting for the final project</i>	
27	Week10	4/8	Mon	Case Study: Philippines (Documentary)	
28		4/10	Wed	Gender and Development (1)	
29		4/12	Fri	Gender and Development (2)	
30	Week11	4/15	Mon	Ethnicity and Growth (1)	
31		4/17	Wed	Ethnicity and Growth (2)	
32		4/19	Fri	Case study: Kenya and Tanzania	Quiz 6
33	Week12	4/22	Mon	Labor Market Informality (1)	
34		4/24	Wed	Labor Market Informality (2)	
35		4/26	Fri	Case study: Philippines (Documentary)	
36	Week13	4/29	Mon	Religion and Development (1)	
37		5/1	Wed	Religion and Development (2)	Quiz 7
38		5/3	Fri	<i>Individualized meeting for the final project</i>	
39	Week14	5/6	Mon	Cost of Economic Development (1)	
40		5/8	Wed	Cost of Economic Development (2)	
41		5/10	Fri	Wrap Up and Review	
42		5/17	Fri	Final exam 8:30-10:30am	

* Note: Specific reading list or schedule may change.

*** indicates readings for Friday (case study)

Part 1: Development and States

What is Development? (1/30)

- key questions:
 - How should development be defined?
 - How should development be measured?
 - How is growth related to inequality, poverty, and other development indicators?
- Readings:
 - Textbook chapter 1
 - Video: World Bank Global Links. 2001. Hear Our Voices - The Poor on Poverty, available at <http://go.worldbank.org/DUCTEM8V50> or <http://youtu.be/6KJSPeacHxw>.
- Supplementary readings:
 - Extreme poverty in China: A family portrait of the "Ice Boy" <https://www.youtube.com/watch?v=7IQH2HIVspg>
 - Amartya Sen (1998). "The Concept of Development," Handbook of Development Economics, Volume 1, Edited by H. Chenery and T.N. Srinivasan, Elsevier Science Publishers.
 - Laurence Chandy and Geoffrey Gertz. 2011. Poverty in Numbers: The Changing State of Global Poverty from 2005 to 2015. The Brookings Institution.

What is State? (2/1)

- key questions:
 - What is the role of the states in development?
 - What can a state do to save people from extreme poverty and why should a state do so?
 - What happens when a state fails to do so?
 - How can a state promote (economic development)?
- Readings:
 - Olson, Mancur. "Dictatorship, Democracy, and Development." *The American Political Science Review* 87, no. 3 (1993): 567-76. doi:10.2307/2938736.
- Supplementary readings:
 - Kohli, Atul. 2004. *State-directed development: political power and industrialization in the global periphery*. Cambridge: Cambridge University Press.

Part 2: International Roots of Underdevelopment

Colonial Experience (2/4, 6 & 8)

- Key questions:
 - Is colonialism the root causes for underdevelopment and contemporary poverty in many of the developing nations in the world today?
 - Why do countries experience colonialism differently?
- Readings:
 - Textbook Chapter 4

- Robert H. Bates, John H. Coatsworth, and Jeffrey G. Williamson. 2007. “Lost Decades: Postindependence Performance in Latin America and Africa.” *The Journal of Economic History* 67(4): 917-943.***
- Supplementary readings:
 - Matthew Lange, James Mahoney, and Matthias vom Hau. “Colonialism and Development: A Comparative Analysis of Spanish and British Colonies” *American Journal of Sociology* Vol. 111:5 (March, 2006), pp. 1412-1462.
 - Daron Acemoglu, Simon Johnson, and James Robinson, “The Colonial Origins of Comparative Development: An Empirical Investigation” *American Economic Review* Vol. 91:5 (December, 2001), pp. 1369-1401.

Trade and FDI (2/11 & 13)

- Key questions:
 - Has economic globalization resulted in economic development of developing nations?
 - Does economic globalization benefit or hurt developing countries?
 - Is Economic Globalization good for everyone?
- Readings:
 - Textbook chapter 5
 - Rodrik. Dani Has Globalization Gone Too Far?
 - Life and Debt***: <https://www.youtube.com/watch?v=eQD74Rktjfc&t=2635s>
- Supplementary readings:
 - Bhagwati, Jagdish. 1995. “Trade Liberalisation and 'Fair Trade' Demands: Addressing the Environmental and Labour Standards Issues” *The World Economy* Vol. 18:6.
 - Stealing Africa –Why poverty (global trade impact on poor country, Zambia) <https://www.youtube.com/watch?v=WNYemuiAOfU>
- Extra-credit opportunity (Up to 2 points)
 - Watch the documentary “Stealing Africa” and make a 5-page PowerPoint slides summarizing the main argument of the documentary. Each slide should contain no more than 60 words. At least one of the slides should discuss YOUR understanding and arguments about how global trade influenced Zambia and whether free-trade benefits or hurts underdeveloped countries, like Zambia. You should assume that you are going to use these presentation slides to convince your “audiences” (not readers). The slide should be posted on the blackboard no later than 2/9 11:59pm.
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Foreign Aid (2/15)

- key questions:
 - Is foreign aid a “curse” for poor countries? What is the purpose of aid conditionality?
 - Can it achieve its desired outcomes? Why or why not?
- Readings:
 - CQ chapter 6
 - Simeon Djankov, Jose G. Montalvo and Marta Reynal-Querol. 2008. “The curse of aid.” *Journal of Economic Growth* 13(3): 169-194.

- Extra-credit opportunity (up to 2 points)
 - Use OECD International Development Statistics to produce a short report about foreign aid. (<http://www.oecd.org/development/stats/idsonline.htm>) This report should be no more than 2 pages. It should provide 1) a definition of ODA, 2) a list of top 10 donor countries (2011-2016), 3) a list of top 5 sectors that received the largest amount of ODA, and 4) a list of top 10 countries that received the most ODA (2011-2016).
 - This report should be uploaded on the blackboard no later than **2/13 11:59pm**.

Part 3: Domestic Roots of Underdevelopment

Geography and Resource Curse (2/18, 20 & 22)

- Key questions:
 - How do climate, diseases, natural resources, location, and plants and animals influence development?
 - What is the theory of the “resource curse”? What types of resources does it refer to, and what types of outcomes does it explain?
- Readings:
 - CQ chapter 13
 - Diamond, Jared M. 2005. 3rd ed. *Guns, Germs and Steel*. New York: Norton {**Chapter 4, “Farmer Power”, pgs. 85-92**}
 - Alsan, Marcella. "The effect of the tsetse fly on African development." *American Economic Review* 105, no. 1 (2015): 382-410.***
- Suggested readings:
 - Nunn, N. and Puga, D. (2012). Ruggedness: The Blessing of Bad Geography in Africa. *Review of Economics and Statistics*, 94(February).
 - 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)
 - Michael Ross. 2012. *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*. Princeton: Princeton University Press. Chapters 1 & 2.

Income and Democracy (2/25,27, 3/1)

- Key questions:
 - Can Economic Development Lead to Democracy?
 - Is democracy good for economic development?
- Readings:
 - CQ Chapter 10
 - Ross, Michael. "Is democracy good for the poor?" *American Journal of Political Science* 50, no. 4 (2006): 860-874.
 - Gallagher, Mary E. ""Reform and openness": why China's economic reforms have delayed democracy." *World Politics* 54, no. 3 (2002): 338-372.***

- Supplementary readings:
 - Lisa Blaydes and Mark Andreas Kayser. 2011. "Counting Calories: Democracy and Distribution in the Developing World." *International Studies Quarterly* 55: 887-908.
- Extra-credit opportunity (Up to 2 points)
 - Read the supplementary reading written by Blaydes and Kayser (2011) and make a 5-page PowerPoint slides summarizing the main argument of the article (you may skip the statistical analysis part). DO NOT copy and paste sentences directly from the article. Rephrase it. Each slide should contain no more than 60 words. You should assume that you are going to use these presentation slides to convince your "audiences" (not readers). The slide should be posted on the blackboard no later than 2/24 11:59pm.

Institutions and Development (3/4, 6 and 8)

- Key questions:
 - What are institutions?
 - How do institutions affect development?
- Readings:
 - North, Douglass C. & Barry R. Weingast. 1989. "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth Century England." *Journal of Economic History* 49(4): 803-832.
 - Ang, Yuen Yuen. 2016. Chapter 5 in "How China Escaped the Poverty Trap". Cornell University Press.

Bad corruption, good corruption (3/27, 29)

- Key questions:
 - How does corruption affect economic development?
 - How do political and economic development affect the extent or type of corruption and clientelism?
 - Under what condition does corruption grease the economy?
- Readings:
 - Treisman, Daniel. "What have we learned about the causes of corruption from ten years of cross-national empirical research?." *Annu. Rev. Polit. Sci.* 10 (2007): 211-244.
 - Larsson, Tomas. "Reform, corruption, and growth: Why corruption is more devastating in Russia than in China." *Communist and Post-Communist Studies* 39, no. 2 (2006): 265-281.***
 - "Corruption in Nigeria: the Only Thing that Works," *The Economist*, June 20, 2015. ***
- Supplementary materials:
 - documentary: The Chinese Mayor

Part 4: Issues and Challenges of Development

Economic Inequality (4/1 and 3)

- key questions:
 - How do we measure inequality?
 - How do different types of inequality affect political development of a society?
- Readings:

- Kimuli Kasara and Pavithra Suryanarayan. 2015. "When Do the Rich Vote Less Than the Poor and Why? Explaining Turnout Inequality across the World." *American Journal of Political Science* 59(3): 613-627.
- Ansell, Ben, and David Samuels. "Inequality and democratization: A contractarian approach." *Comparative Political Studies* 43, no. 12 (2010): 1543-1574.
- **Inequality - how wealth becomes power | (Poverty Richness Documentary) DW Documentary** <https://www.youtube.com/watch?v=AFixi7BiSci> ***
- Extra-credit opportunity (up to 2 points)
 - Use the dataset below to provide a short report about income inequality. This report should be no longer than 2 pages. This report should discuss 1) different measures of income inequality; 2) how each indicator is defined; 3) changes in the level/ trend of income inequality in 3 countries of your choices over the last 10 years. This report should be posted on the blackboard no later than 3/29 11:59pm. (https://stats.oecd.org/BrandedView.aspx?oecd_bv_id=socwel-data-en&doi=data-00654-en)

Gender and Development (4/8, 10, and 12)

- Key Questions:
 - What role does gender play in the developing world?
 - What is the relationship between gender and development?
 - How do conventional understanding of gender roles affect development?
- Readings:
 - CQ chapter 12
 - Geloo, Zarina. "Women breaking the Cycle of poverty." *New African Woman*, Oct. 2008, pp.26-29
- Supplementary readings:
 - Handelman, Howard. 2003. "Women and Development" In *The Challenge of Third World Development*, ch.5 pp.115-140.
- Extra-credit opportunity (Up to 2 points):
 - Use the dataset below to provide a short report about gender inequality. This report should be no longer than 2 pages. This report should discuss 1) different measures of gender inequality; 2) how each indicator is defined; 3) changes in the level/trend of gender inequality in 3 countries of your choices over the last 10 years. This report should be posted on the blackboard no later than 4/6 11:59pm.
 - https://stats.oecd.org/BrandedView.aspx?oecd_bv_id=socwel-data-en&doi=data-00654-en

Ethnicity and Growth (4/15, 17 and 19)

- Key questions:
 - How does ethnic conflict affect state-building processes?
 - How does ethnic diversity affect public goods provision?
- Readings:
 - 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.

- Edward Miguel. 2004. Tribe or nation? nation-building and public goods in Kenya versus Tanzania. *World Politics*, 56(3):327-362.
- Supplementary readings:
 - Eghosa E. Osaghae, "Democracy and National Cohesion in Multiethnic African States: South Africa and Nigeria Compared," *Nations and Nationalism* 5:2 (April 1999).
 - Jose Montalvo and Marta Reynal-Querol. 2005. "Ethnic Diversity and Economic Development." *Journal of Development Economics* 76: 293-323.
- Extra-credit opportunity (Up to 2 points)
 - Read the supplementary reading written by Osaghae (1999) and make a 5-page powerpoint slides summarizing the main argument of the article (you may skip the statistical analysis part). DO NOT copy and paste sentences directly from the article. Rephrase it. Each slide should contain no more than 60 words. You should assume that you are going to use these presentation slides to convince your "audiences" (not readers). The slide should be posted on the blackboard no later than 4/13 11:59pm.

Labor Market Informality (4/22,24, and 26)

- Key questions:
 - What is the difference between formal and informal economy?
 - How does the growth of informal economy/labor market influence the national economic growth?
- Readings:
 - CQ chapter 9
 - "Risky Business": <https://www.youtube.com/watch?v=FEX3TIM3tcU>***

Religion and Development (4/29 and 5/1)

- Key questions:
 - How does religious diversity influence economic development?
 - Is there any specific religion/religious characteristics that spur or hinder economic/political development of a country?
- Readings:
 - Economist. 2015. "The UN, Religion, and Development." 19 Sept.
 - Alfred Stepan and Graeme Robertson. 2003. "An 'Arab' More than a 'Muslim' Democracy Gap." *Journal of Democracy* 14, 3: 30-44.
 - Richard Florida. 2014. "The Link Between Religious Diversity and Economic Development." *The Atlantic*, 19 December.

Costs of Development (5/6 and 8)

- key questions:
 - What Are the Costs of Economic Development?
 - Is Economic Development a Universal Goal?
- Readings:
 - John W. McArthur Own the Goal: What the Millennium Development Goals Have Accomplished
 - Rodrik, D. (2006). Goodbye Washington Consensus, Hello Washington Confusion?
 - Rafael Marques de Morais, "In Angola, Growing Wealth, Shrinking Democracy," *New York Times*, Aug 29, 2012.