

## PS 580: STATE AND ECONOMY

Irfan Nooruddin

Winter Quarter 2009

The Ohio State University

*Time:* TR 9:30 – 11:18 am

*Location:* 0305 Dreese Laboratories

2084 Derby Hall

Office Hours: F 2:00 – 3:00 pm

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“Those who know how to think need not teachers.” – Mahatma Gandhi

“As revolutionaries, we are not afraid of confrontation.”

—Fidel Castro, *Address to the UN General Assembly, 1978.*

How do governments shape the economy? and vice versa? These are the fundamental questions addressed in this course. The course will combine lecture and discussion with two in-class examinations forming the basis for the grade. The only prerequisite is a desire to learn.

Over the next two months we will grapple with a number of fascinating intellectual puzzles. At times clear-cut answers will seem nonexistent but in our journey towards understanding we will gain the analytical skills to study issues concerning comparative politics. If there is a cardinal rule for this class, it is simply this: **we do not know the truth**. There is no right or wrong answer *per se*. As political *scientists* our purpose is to examine hypotheses using diverse methodologies in the hope of disproving some and finding stronger evidence for others. All we have is data and all we can do with it is analyze it. So leave preconceived notions of “how the world works” – or should work – at the door and enter this classroom with an open mind.

### The Great Adventure

“A college is where people of varying degrees of ignorance sit around trying to make their ignorance less”— President Lowry, The College of Wooster, August 1960.

“And so I have always thought that the best way to find out what is right and what is not right, what should be done and what should not be done, is not by giving a sermon, but by talking and discussing, and out of discussion sometimes a little bit of the truth comes out.” — Jawaharlal Nehru, *Glimpses of World History*.

Being relatively few, our class sessions will cover less material than the assigned readings; consequently they are even more selective and more interpretative than the readings. The purpose of discussions is to give you an opportunity to engage the material and to analyze it immediately, directly, and creatively. Students are encouraged to raise questions as they occur to them — to think out loud while the idea is still fresh. Be sure to ask a question whenever a word or concept is unfamiliar to you and to keep them in your notes. Class will generally begin with a chance for you to raise questions based upon the previous reading, discussion, assignment or lecture. If you are puzzled or unsure about something chances are that other members of the class are too! Asking questions is emphatically not an interruption. Rather, it is a crucial and essential feature of a good class. Remember, if you already knew the answers, you wouldn't need to take the class. **ASKING QUESTIONS IS NOT AN ADMISSION OF IGNORANCE; IT IS AN ATTACK ON IT.**

If this is going to work, you must do **all** the assigned readings **before** we meet for class. There are no exceptions to this expectation. I sincerely encourage you to cultivate the habit of taking good reading notes. While this greatly increases the amount of time it takes to do the reading, you will find that it enhances your learning and retention of the material. After all, if a book is worth reading, it is worth reading with some care and attention. Of course some of the material will be fairly complex and you may not understand it when you first read through it. Three suggestions: 1) Re-read the piece, 2) Re-reread the piece, and 3) Ask questions in class.

## **Assignments**

### *Required*

MIDTERM	40%	Thursday, February 12
FINAL EXAM	60%	Monday, March 16
ATTENDANCE	Each absence results in a one-third grade (A to A-) deduction overall.	

### *Extra Credit*

You will have the opportunity to participate in the Department of Political Science's Human Subject Pool for up to two experiments this quarter. For each experiment in which you participate, one absence will be forgiven. If you have no absences all quarter, then each experiment in which you participate will lead to an additional 3 points on your mid-term examination grade (added post hoc at the end of the term).

### *No Credit*

If you are interested, I invite you to write a 20-page research paper on a topic of your choice. We can discuss potential topics in office hours. The paper would be due during finals week.

## **Policies and Procedures**

### *Students with Disabilities*

Students who feel they need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. Please contact the Office of Disability Services at 614-292-3307 in Room 150 Pomerene Hall to coordinate reasonable accommodations.

### *Extensions and Make-ups*

Extensions will not be granted. You will be informed of all assignments well in advance, so good planning and time management skills will benefit you. Assignments must be handed to **me** in class on the day they are due (or before that date if you want). Late assignments will suffer a penalty of half a letter grade per day it is late. There will be no opportunities for extra credit.

### *Academic Dishonesty*

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- \* The Committee on Academic Misconduct web pages ([oaa.osu.edu/coam/home.html](http://oaa.osu.edu/coam/home.html))
- \* Ten Suggestions for Preserving Academic Integrity ([oaa.osu.edu/coam/ten-suggestions.html](http://oaa.osu.edu/coam/ten-suggestions.html))
- \* Eight Cardinal Rules of Academic Integrity ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

### *E-mail*

E-mail is the best way to stay in touch with me but I insist on two rules if this interaction is to be mutually beneficial. First, don't expect instant responses. While I will do my best to reply to you promptly, I feel no obligation to do so within a few hours of receiving your e-mail. Nor am I obligated to check my e-mail every hour so there's a distinct possibility that I sometimes won't see your e-mail for a day or two after it's sent. If I don't respond within a week, then it's entirely appropriate (and appreciated) if you remind me politely. Second, while some, more avant-garde and sophisticated than I, would abandon all rules of spelling, punctuation, and grammar when one is writing e-mail, I resist the temptation to do the same and insist that all official correspondence with me conform to standard rules of academic writing.

### *Grading*

Grading will be based upon (a) accuracy of factual information; (b) ability to synthesize the appropriate evidence, both theoretical and empirical, from all parts of the course not just rehashing the texts; (c) judgment in separating the important from the trivial, keeping on the subject, critically evaluating all assumptions [including your own and mine]; and (d) effective expression—organization, choice of words, basic grammar, etc. These are the essentials; imagination and true originality are based on them and not a substitute for them.

### **Work Ethic**

“Without struggle, there can be no progress”—Frederick Douglass

From the Faculty Rules (Rule 3355-8-24 A1): “One credit hour shall be assigned for each **three hours** per week of the average student's time, including class hours, required to earn the average grade of ‘C’ in this class.”

**Be prepared to work in this course.** The value of this class to you will be in direct proportion to the amount of time and effort that you devote to it. If there is a question in your mind as to whether you want to complete all the work in this course you should consider enrolling in another course without delay. I will give you my best effort, and I expect nothing less from you.

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### **Inqilāb Zindabād** *Question Assumptions*

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What difference does it make to the dead, the orphans and the homeless, whether the mad destruction is wrought under the name of totalitarianism or the holy name of liberty or democracy?

-- Mahatma Gandhi, 1869-1948, “Non-violence in Peace and War.”

## The Smorgasbord

### REQUIRED

- [1] A coursepack of readings is available for purchase from the usual suspects or directly from Zip Publishing ([www.zippublishing.com](http://www.zippublishing.com)).
- [2] Barro, Robert J. 1997. *Determinants of Economic Growth: A Cross-country Empirical Study*. MIT Press. (ISBN: 0262522543)
- [3] Bates, Robert. 2001. *Prosperity and Violence*. W.W. Norton and Company. (ISBN: 0393974014)
- [4] Lindblom, Charles. 2002. *The Market System: What It Is, How It Works, and What To Make of It*. New Haven: Yale Nota Bene. (ISBN: 0300093349)
- [5] Marx, Karl, and Friedrich Engels. 1998 [1848]. *The Communist Manifesto*. (ISBN: 0451527100)
- [6] Rodrik, Dani. 1997. *Has Globalization Gone Too Far?* Washington, DC: Institute for International Economics. (ISBN: 0881322415)
- [7] Sen, Amartya. 1999. *Development as Freedom*. Alfred A. Knopf. (ISBN: 0385720270)

### RECOMMENDED

- [1] Allen, John L. 2005. *Student Atlas of World Politics*, 4th edition. New York: Dushkin McGraw-Hill. (ISBN: 0073527734)
- [2] Strunk, William, and E.B. White. 2005. *The Elements of Style*, Illustrated edition. Penguin Press. (ISBN: 1594200696)

## Schedule of Readings

### WEEK ONE

*Tuesday, January 06: Getting to Know Me, Getting to Love Me, aka., Introductions*

*Thursday, January 08: The Comparative Method*

- [1] Robert Bates. 1997. "Area Studies and the Discipline: A Useful Controversy," *PS: Political Science and Politics* (June): 166-169.
- [2] Arend Lijphart. 1971. "Comparative Politics and the Comparative Method," *American Political Science Review*, 65: 682-693.

### WEEK TWO

*Tuesday, January 13: What is Development?*

- [1] Amartya Sen. 1999. *Development as Freedom*. New York: Alfred A. Knopf Books, pp. xi-111.
- [2] Fidel Castro. 1979. *Speech at the Sixth Summit Conference of the Non-Aligned Countries*.
- [3] John Kenneth Galbraith. 1962. *Economic Development in Perspective*, Chapter 1, pp. 1-16.

*Thursday, January 15: Beyond Growth: Gender and Equity*

- [1] Irene Tinker. 1990. *Persistent Inequalities: Women and World Development*. New York: Oxford University Press, Chp. 2 (Ester Boserup) (pp. 14-24).
- [2] Amartya Sen. 1999. *Development as Freedom*. New York: Alfred A. Knopf Books, pp. 189-248.

### WEEK THREE

*Tuesday, January 20: States and Markets*

- [1] Charles Lindblom. 1977. *Politics and Markets*. Chps 1-6.
- [2] Gabriel Almond. 1988. "The Return to the State," *American Political Science Review*, 82 (3): 853-874.
- [3] The responses: Eric Nordlinger, Theodore Lowi, and Sergio Fabbrini. 1988. "The Return to the State: Critiques," *American Political Science Review*, 82 (3): 875-901.
- [4] Gurcharan Das. 2009. "The Next World Order," *New York Times* (1 January).

<http://www.nytimes.com/2009/01/02/opinion/02das.html?partner=permalink&expprod=permalink>

*Thursday, January 22: Markets, Part I*

[1] Charles Lindblom. 2002. *The Market System*. Chps 1-6.

#### **WEEK FOUR**

*Tuesday, January 27: Markets, Part II*

[1] Charles Lindblom. 2002. *The Market System*. Chps 6 to end.

*Thursday, January 29: Communism and Marxist Interpretations of the State, Part I*

[1] Karl Marx and Friedrich Engels. 1848. *The Communist Manifesto*.

[2] Ralph Milliband. 1969. *The State in Capitalist Society*. New York: Basic Books, Chps 1-3 (pp. 1-67).

#### **WEEK FIVE**

*Tuesday, February 03: Communism and Marxist Interpretations of the State, Part II*

[1] Charles Lindblom. 1977. *Politics and Markets*. Chps. 18-24.

[2] Ralph Milliband. 1969. *The State in Capitalist Society*. New York: Basic Books, Chps 4-6 (pp. 68-178).

*Thursday, February 05: Marxist Interpretations of the State, Part III*

[1] Ralph Milliband. 1969. *The State in Capitalist Society*. New York: Basic Books, Chps 7-9 (pp. 179-278).

#### **WEEK SIX**

*Tuesday, February 10: The Corporation*

*Thursday, February 12: Causes of Economic Development*

[1] W.W. Rostow. 1971. *The Stages of Economic Growth: A non-Communist Manifesto*. Cambridge: Cambridge University Press, Chp 2 (pp. 4-35).

[2] Alexander Gerschenkron. 1962. *Economic Backwardness in Historical Perspective*. Cambridge: Harvard University Press, pp. 5-31.

#### **WEEK SEVEN**

*Tuesday, February 17: MID-TERM EXAMINATION*

*Thursday, February 19: More on Causes of Economic Development*

[1] John Kenneth Galbraith. 1962. *Economic Development in Perspective*, Chapter 4, pp. 46-59.

[2] Robert Barro. 1997. *Determinants of Economic Growth: A Cross-Country Empirical Study*. Cambridge, MA: MIT Press, Preface and Chapter 1 (pp. ix-47)

#### **WEEK EIGHT**

*Tuesday, February 24: Government Matters*

[1] Douglass C. North. 1981. *Structure and Change in Economic History*. W.W. Norton. Chps 1-6, 15.

*Thursday, February 26: Institutions*

[1] Samuel P. Huntington. 1968. *Political Order in Changing Societies*. New Haven: Yale University Press, Chp. 1.

#### **WEEK NINE**

*Tuesday, March 03: Democracy and Development*

[1] Pranab Bardhan. 1993. "Symposium on Democracy and Development," *Journal of Economic Perspectives*, 7 (3, Summer): 45-49.

[2] Mancur Olson. 1993. "Dictatorship, Democracy, and Development," *American Political Science Review*, 87 (3): 567-576.

- [3] Bruce Bueno de Mesquita, James D. Morrow, Randolph M. Siverson, and Alastair Smith. 2000. "Political Institutions, Political Survival, and Policy Success." In *Governing for Prosperity*, eds. Bruce Bueno de Mesquita and Hilton L. Root. New Haven, CT: Yale University Press.
- [4] Robert Barro. 1997. *Determinants of Economic Growth: A Cross-Country Empirical Study*. Cambridge, MA: MIT Press, Chapter 2 (pp. 49-87).
- [5] Jonathan Kreickhaus. 2004. "The Regime Debate Revisited: A Sensitivity Analysis of Democracy's Economic Effect," *British Journal of Political Science*, 34 (4, Oct): 635-655.
- [6] Michael Ross. 2006. "Does Democracy Help the Poor?" *American Journal of Political Science*, 50 (4).

*Thursday, March 05: Globalization*

- [1] Dani Rodrik. 1997. *Has Globalization Gone Too Far?* Washington, DC: Institute for International Economics.
- [2] Barbara Stallings. 2003. "Globalization and Liberalization: The Impact on Developing Countries." In *States, Markets, and Just Growth: Development in the Twenty-First Century*, edited by Atul Kohli, Chung-in Moon, and Georg Sorensen. New York: United Nations University Press, pp. 9-38.
- [3] Robert H. Wade. 2004. "Is Globalization Reducing Poverty and Inequality?" *World Development*, 32 (4): 567-589.
- [4] Ben Bernanke. 2006. Speech & *NYT* article.

## WEEK TEN

*Tuesday, March 10: Dependency Theory*

- [1] Paul Baran. 1952. "On the Political Economy of Backwardness," *Manchester School of Social and Economic Studies*, XX (1, January): 66-84.
- [2] Ander Gunder Frank. 1966. "The Development of Underdevelopment," *Monthly Review*, (Sept): 17-31.

*Thursday, March 12: What's Next for the Study of Development?*

- [1] Robert H. Bates. 2001. *Prosperity and Violence: The Political Economy of Development*. New York: W.W. Norton & Company.
- [2] Charles Kenny and David Williams. 2001. "What do we know about Economic Growth? Or, Why we don't know very much?" *World Development*, 29 (1): 1-22.
- [3] Lant Pritchett. 2000. "Understanding Patterns of Economic Growth: Searching for Hills among Plateaus, Mountains and Plains," *World Bank Economic Review*, 14 (2): 221-50.

## WEEK ELEVEN

*Monday, March 16: FINAL EXAM FROM 9:30-11:18PM (NOTE THE TIME!!!!!!)*

"It is not communism that is radical;  
it is capitalism."  
-- Bertholt Brecht

"The man who does not read books has no advantage  
over the man who cannot read them."  
- Mark Twain