Syllabus: AEDECOn/INTSTDS 4534  
Comparative challenges to economic development: Sub-saharan africa, Latin america, and china

Course overview

## Instructor

Instructor:

Email address:

Phone number:

Office hours:

## Course description

An introductory survey course of issues shaping economic development in Sub-Saharan Africa, Latin America, and China, such as: population growth, agricultural development, industrialization, trade, structural adjustment, and environmental issues.

**Prerequisites and Exclusions:** AEDECON 2001 or ECON 2001 or equivalent. Not open to students with credit for AEDECON 4536, 4538, or 4539 or IntStds 4536, 4538, 4539.

**Credits:** 3 credit hours

**Meetings:** 2 meetings per week of 80 minutes each

## Course learning outcomes

By the end of this course, students should successfully be able to:

1. Examine the diversity of economic conditions, ranging from traditional to modern, in Africa, China, and Latin America.
2. To study key theories of economic development and the extent to which they explain the economies in Africa, China, and Latin America today.
3. To interpret current economic and political trends in Africa, China, and Latin America.
4. To assess the challenges of agriculture, education, food security, and governance that threaten the livelihoods of households in Africa, China, and Latin America.

## Course materials

### Readings

Acemoglu, Daron, James A. Robinson, and Dan Woren. *Why Nations Fail: The Origins of Power, Prosperity and Poverty*. Vol. 4. New York: Crown Business, 2012.

Sebastian Edwards, *Left Behind: Latin America and the False Promise of Populism* (University of Chicago Press, 2010)

Justin Yifu Lin, 2011. *Demystifying the Chinese Economy*. New York: Cambridge University Press.

Barry Naughton, 2007. *The Chinese Economy: Transition and Growth*. Cambridge: MIT Press.

Southgate, Graham, and Tweeten, *The World Food Economy, 2nd Edition* (John Wiley, 2011).

Robert Stock. *Africa South of the Sahara: A Geographical Interpretation*. New York: The Guilford Press, 2004.

Michael P. Todaro and Stephen C. Smith. *Economic Development, 11th Edition*. Boston: Pearson Addison Wesley, 2011.

Journal articles as listed in the Course Schedule.

## Grading

| Assignment or category | Percentage |
| --- | --- |
| 3 Exams (1 per region @ 20% each) | 60 |
| Final Exam (cumulative, given during finals week) | 30 |
| Class Participation Quizzes | 10 |
| Total | 100 |

**Exam Format:** Exams will be a combination of multiple-choice questions, short answer questions, and essays.

## Grading scale

93–100: A   
90–92.9: A-   
87–89.9: B+  
83–86.9: B  
80–82.9: B-   
77–79.9: C+   
73–76.9: C  
70 –72.9: C-   
67 –69.9: D+   
60 –66.9: D  
Below 60: E

## Student participation requirements

* **Class Attendance: Attendance is critical for class success.**
* **Class Participation: Several unannounced quizzes will be given during the course of the semester. Two quizzes may be dropped.**
* **Office Hours:**  **By appointment**

## Academic Integrity Policy

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

Link to the Code of Student Conduct: <http://studentlife.osu.edu/csc/>

## Accommodations for accessibility

### Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Office for Disability Services at 614-292-3307 or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Link to the Office of Disability Services website <http://www.ods.ohio-state.edu/>

# Course schedule

| Week | Topics, Readings, Assignments, Deadlines |
| --- | --- |
| 1 | Overview of general challenges to economic development  Todaro and Smith, Chapters 1, 3 and 4,  Southgate, Graham and Tweeten, Chapter 7 |
| 2 | Comparing economic development challenges across the globe  Todaro and Smith, Chapter 2  Southgate, Graham and Tweeten, Chapter 9, 11, 12 and 15 |
| 3 | Introduction to and Historical overview of Sub-Saharan Africa Development  Stock, Chapters 1, 8, 9 |
| 4 | Agricultural Development and Food Security (Sub-Saharan Africa)  Stock, Chapters 13 and 15,  “Ending Africa’s Hunger,”  “Achieving African Food Security in an Era of Climate Change” |
| 5 | Trade, Foreign Investment and Foreign Aid (Sub-Saharan Africa)  Todaro and Smith, Chapters 12 and 14  Stock, Chapter 27  Exam 1 |
| 6 | Introduction to and Historical Overview of Latin American Development  Southgate, Graham and Tweeten, Chapter 12  Acemoglu and Robinson, Chapter 9 |
| 7 | Import-Substituting Industrialization and Debt Crisis in Latin America  Edwards, Chapters 2 and 3.  Acemoglu and Robinson, Chapters 1, 3, 4 and 11.  Engerman and Sokoloff, “History Lessons: Institutions, Factor Endowments,  and Paths of Development in the New World,” *J of Economic Perspectives*, 14:3 (2000),  pp. 217-232. |
| 8 | County level challenges and opportunities in Latin America  Chile (Edwards, Chapter 5), Mexico (Edwards, Chapter 6),  Argentina (Chapter 7), and Venezuela vs Brazil (Chapter 9)  Exam 2 |
| 9 | Introduction to and Historical Overview of Chinese Development  Naughton, Chapters 1-4  Zhu, Xiaodong, 2012. “Understanding China’s Growth: Past, Present, and  Future,” *Journal of Economic Per*s*pectives* 26: 103-124 |
| 10 | China’s Reforms  Naughton (Chapter 4, 10, 11)  Lin (Chapter 7) |
| 11 | China’s Dual-Track Approach  Lin (Chapter 9)  Lau, Lawrence, Yingyi Qian, and Gerard Roland. 2000. “Reform without Losers:  An Interpretation of China's Dual‐Track Approach to Transition”,  *J. Political Economy* 108(1): 120-143.  Lee, Hong Yung. 2000. “Xiagang, the Chinese Style of Laying Off Workers,”  *Asian Survey* 40(6): 914-937 |
| 12 | Exchange Rate Policy and China-U.S. Trade Issues  Morrison, Wayne M. 2012. “China-U.S. Trade Issues,” *Congressional Research*  *Service Report RL33536*.  Staiger, Robert, and Alan O. Sykes. 2010. “Currency ‘Manipulation’ and  World Trade,” *World Trade Review* 9(4): 583–627.  [Video] Brookings: China’s Currency Policy by Kenneth Lieberthal in 2011  Exam 3 |
| 13 | Commonalities and distinctions in development challenges across the globe  Acemoglu and Robinson, Chapter 5, 10 |
| 14 | Commonalities and distinctions in development challenges across the globe  Acemoglu and Robinson, Chapter 13 - 15 |
| 15 | Final Exam |