

INTL 4780H (49867)

Political Economy of Development

Park Hall 126 / MWF 1:50 pm – 2:40 pm

Instructor: Dr. Gulcan Saglam

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Office Hours: Office Hours: Monday 3:00 pm – 4:30 pm and by Appointment

<https://calendly.com/gulcansaglam/office-hours> (Fifteen-minute appointment times by scrolling to the date and time on the calendar provided and adding your name and the question or topic you would like to discuss in an appointment slot. If you believe your topic requires more than 15 minutes to discuss, please feel free to reserve two slots (max). If these times do not work for you, please email me and I would be happy to schedule another time.)

COURSE DESCRIPTION AND OBJECTIVES

Perhaps the most salient feature of the international system is the incredibly unequal distribution of income and wealth across and within countries. Accounting for this gap, and with it the complex dynamics of economic growth, is among the central goals of social science. And, of course, understanding economic development is more than just one of the great intellectual challenges of the modern age. It is also a quest that can potentially touch the lives of millions, and indeed billions, of people.

In this course we will explore questions about the interplay between international politics and economic development in the contemporary world by drawing on theoretical, empirical, and normative perspectives. By theoretical, we overview the major theoretical lenses and concepts that are used to understand economic development. By “empirical,” we investigate what social science evidence tells us about the drivers of economic growth or its impact on political, social, and cultural institutions in a country. By “normative,” we think through questions of what the international community ought to do: what is the morally right, just, or fair thing to do about issues of development, poverty, and inequality?

With this foundation in place, we will examine questions tied to specific issue areas, such as: How should we understand the meaning of economic development? When, how and why did the gap between “the West and the rest” occur? What are the key theoretical approaches to economic growth? Should markets or states dominate the promotion of economic development? What specific sorts of political institutions are most associated with economic development? How are natural resources both an economic blessing and a curse? When do foreign aid and foreign investment promote development and when do they impede it? What is the role of migration and remittances in the development process? What is the relationship between racial and gender equality and economic development?

This will be a demanding, and hopefully a rewarding class, requiring that you move back and forth between different types of thinking, from data and evidence-based evaluation to fundamental questions of justice and fairness. We will often discuss contentious political issues and I expect all students to treat each other – and their ideas – with respect, even as we might disagree with each other. You should discredit ideas and arguments, not people. Interruptions, slurs, or making fun

of students or their views will not be tolerated. Responses should be respectful, utilize facts, and include complimentary language as well.

LEARNING GOALS ~ Upon completion of this course, you should be (better) able to:

- Critically evaluate key economic theories, debates, and approaches to development.
- Analyze the diverse economic and political structures in developing countries.
- Analyze the ways in which economic policy are shaped and constrained by political institutions.
- Develop a critical understanding of the ways in which political economy plays out in key areas of development policy and practice.
- Use and understand a range of sources for empirical evaluation, and to evaluate critically the empirical basis of different approaches to economic development.
- Develop and strengthen key analytical and critical thinking and writing skills.

COURSE STRUCTURE, REQUIREMENTS, AND ASSESSMENT

READINGS ~ By signing up for this course, you have committed to learning a body of knowledge about the “big ideas” of political economy of development. You will study answers developed by leading scholars to the questions above. You will also develop a set of skills critical to your success as students at UGA and as human beings beyond the university: evaluating evidence and arguments, clarifying, and reflecting on values, engaging with different viewpoints and perspectives with respect, identifying patterns and making generalizations, and developing strong arguments of your own. You will hone these skills through completing the module quizzes and assignments, actively engaging with the readings and ideas of your peers, participating in class, and writing opinion papers at the end of the semester.

- **Consider yourselves warned!** I assign an average of around 60 pages of academic material per week, which is considered a moderate reading load for an upper-level course. **All readings will be available free of charge through the eLC course page or the Main Library.** The readings for this course include competing theories and conflicting interpretations of historical and current case studies. Your job is to read critically and to identify, and then to compare and evaluate contending arguments.
- We will use **Perusall**, a collaborative reading platform, to engage with each other on required texts from the syllabus (See course assessment for more information). You should sign up and register to our course Perusall page using our course code: **SAGLAM-XQN47**
- You should also follow international news daily by either using the internet or by subscribing to a major national daily. Current events questions may be part of quizzes. To keep up with the news, I recommend that you read a daily paper with good foreign coverage. In addition, those who are particularly interested in issues of development may wish to consult the following additional resources:
 - <https://dashboards.sdgindex.org/> UN Sustainable Development Report assesses the progress of all 193 UN Member States on the SDGs. In addition to overall scores, they also feature a spillover index that tracks countries' positive and negative impacts abroad and offers interactive maps as well as a dataset.
 - <https://www.eldis.org/> Portal for development-related information run by the Institute of Development Studies, University of Sussex.

- www.ophi.org.uk Oxford Poverty and Human Development Initiative. Provides information about the concept of human development and the Multidimensional Poverty Index (MPI).
- www.worldbank.org/poverty World Bank information and research on poverty reduction and equity.
- I will share articles, news, events etc. about migration on Twitter using the #INTL4780H hashtag.

SUSTAINING A HEALTHY COMMUNITY ~ Covid-19 is not over. There are now several variants of the virus circulating that are extremely contagious and dangerous. Many of us are not able to be vaccinated (like my 11 and 8-year-old daughters) and others – including hundreds in our UGA community – have immune systems that react less effectively to the vaccines. Therefore, individual and public health must be a top priority for all of us. Preventing yourself from getting Covid is a huge win; it's linked to all kinds of nasty stuff, including cognitive decline¹ and various long-term health problems². Preventing Covid from transmitting to others protects them from suffering and possible death and helps keep us all safe by reducing the likelihood that new, more dangerous variants will arise.

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is encouraged to wear a mask or face covering while inside campus facilities.

For these reasons, I **STRONGLY URGE** you to do your part to keep yourself and others safe by practicing healthy behavior recommended by public health agencies like:

- getting vaccinated
- wearing a mask when indoors
- staying home when sick – **if you are sick, test positive for Covid-19, or are quarantining, do not come to class. ATTENDANCE IS NOT MANDATORY** in my class this semester and all the activities and learning material to complete this course successfully will be fully available through UGA's eLearning Commons (ELC) portal.

Let's all do our part to keep ourselves and others safe and healthy. And, let's be in communication about needs and constraints that may arise during the semester and do our best to make this an interesting and useful course.

COURSE FORMAT ~ This semester, there are several priorities I am attempting to balance. First and foremost is the health and safety of our community. The second priority of mine is to maintain the academic rigor of our course while also prioritizing compassion and patience. And third is to provide a format for this course that is flexible enough to adapt to each student's individual situations as well as the ever-changing global pandemic. Each of you learns differently. That matters to me. To give you flexibility and autonomy in the learning process while balancing all these priorities, we will be using a flipped or inversed course format. Flipping refers to a teaching

¹ https://www.alz.org/aaic/releases_2021/covid-19-cognitive-impact.asp

² <https://www.mayoclinic.org/diseases-conditions/coronavirus/in-depth/coronavirus-long-term-effects/art-20490351>

approach that relies on you to engage with instructional content before coming to class. This allows us to spend class time engaging in activities that enhance your understanding of concepts rather than lecturing. When conducting hands-on case-studies and practicing new skills in class, you will be able to explore new concepts in your own way, at your own pace, in a controlled and supportive environment. Research and my own teaching show a dramatic increase in student learning in a flipped classroom setting compared to traditional methods.

- **Mondays** will be open lab days, where you are expected to watch the bulk of the lecture videos for the module, complete the required readings alone or in small groups, and work on the module Perusall assignments *in or out of class*.
- **Wednesdays and Friday** sessions will usually be devoted to clarifying any confusion about the module content and addressing the module discussion question through active learning.

COURSE OUTLINE ~ The course consists of 14 modules (including the Welcome Module). Each module opens on Sunday (12:01 am) and closes the following Saturday (11:59 pm). **All module quizzes, discussions, and Perusall assignments are due before the module closes at 11:59 pm**, unless otherwise noted. Each module includes:

- **Lectures:** Short lecture videos explaining the key concepts of the week,
- **Readings:** The required readings for the course include journal articles, book chapters, and newspaper clippings, videos, podcasts, documentaries designed to help you gain the necessary background information about the module topic. Lectures and class discussion are intended to supplement, not duplicate, the readings.
- **Module Perusall Assignments:** To help you master readings faster, understand the material better, and get more out of your classes, you will be collaboratively annotating the required readings with others in your class. While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn), and advise me how to make class time most productive.
- **An open-note module quiz:** At the end of each module, there will be an open-note, short multiple-choice quiz for you to complete. These quizzes are intended to ensure that you are actively engaging with the online material.
- **A module discussion question:** Each module will have a discussion question that all students need to answer (300 words).
 - This discussion question will also form the centerpiece of our class discussion on Wednesdays and Fridays.
 - **In order to earn credit for answering the discussion question, you must submit one original post and one response to a classmate for each discussion question before the end of the module.** This will give everyone the opportunity to engage with colleagues and consider alternative perspectives.

COURSE ASSESSMENT ~ Student performance will be evaluated based on the following:

Assignment	Description	% of Final Grade	Due Date
Module Quiz		30%	Saturday. at 11:59 pm (EST) each week
Module Discussion		30%	Saturday at 11:59 pm (EST) each week

Module Perusall Assignment		15%	Saturday at 11:59 pm (EST) each week
Op-ed Assignment (25% of your final grade)	Op-ed Proposal	3%	Oct 2nd 11:59 pm (EST) due to eLC Dropbox
	<i>Op-ed 1st Draft</i>	5%	Nov 6 th 11:59 pm (EST) due to Editor Discussion Board
	<i>Editor Feedback</i>	2%	Nov 13 th 11:59 pm (EST) Due to Editor Discussion Board
	<i>Final Op-ed</i>	15%	Dec 4 th 11:59 pm (EST) due to course Tremr page AND eLC Dopbox under the Proposal

*** We are still in the middle of a global pandemic and all of us need some compassion. That's why **I will drop the lowest module quiz, discussion, and Perusall grade**, which allows you to miss **one** module quiz, discussion, or Perusall assignment without any penalty. You can use this as you like (e.g., illness, sports travel, interviews, sleep, conferences). Please get in touch with me immediately if there are extenuating circumstances that may lead you to miss more than one module assignment.

Module Quizzes (30% of the final grade): An important aspect of any course is for students to be able to assess how well they fully understand the material being presented. To better allow all students the opportunity to engage with the material thoroughly (even as they may not be present in the in-person classroom) I have created quizzes on eLC that encourage students to answer questions about the material presented in the Module and begin practicing using this material to answer both hypothetical and real-world problems. Quizzes will draw on all materials from that module such as lecture videos, assigned readings/podcasts, and any additional materials assigned for the module's discussion question.

- All quizzes are open-books and open-notes quizzes. These quizzes will be automatically graded to provide immediate feedback for the student.
- Module quizzes will allow two attempts for the same quiz, to present students with the opportunity to learn from and improve on their comprehension of the material. After the final quiz attempt is submitted, only the highest attempt score will be counted toward that student's quiz score. Be aware that quizzes in which no attempt was made will not be accepted past the deadlines (mentioned in the schedule below), so please be sure to work well ahead of these deadlines.
- All quizzes are due before 11:59 pm on the day scheduled (see below).
- Late submissions will not be accepted. Thus, it is strongly advised to work ahead of the deadlines.

Module Discussion (30% of the final grade): Each module will have a discussion question to which you need to write a written response (around 300 words). As the directions above note, your response is to be grounded in the assigned materials and will engage the ideas of other students in the class. In order to earn credit for answering the discussion question you must upload your response to the appropriate discussion board before the end of the module. To ensure that everyone

has had the opportunity to engage with colleagues and consider alternative perspectives, students should also respond to a previous student's post in addition to answering the question. You can respond as often as you like, of course...you are not limited to one. The idea is to get a conversation going.

- Given that a key objective of this course is to introduce you to the political economy of development, the readings and lectures will focus on broad trends and developments across the world, rather than delve into the specifics of each developing country. In order to provide you with more detailed information about individual countries as well as highlight important differences among them, you will each serve as a country expert for the semester. There will be discussion posts detailed in the schedule below, which will provide you with the opportunity to learn more about your country (to be approved by the instructor at the beginning of the semester). Generally, these assignments will require you to read a combination of magazine articles, policy notes, and newspaper articles. Be sure to submit your sources (a minimum of five) for each assignment.
- You **MUST** type your assignment directly into the dialogue box provided for the appropriate discussion board, not upload it as a word or google doc. The assignment may require you to refer to class readings, the lecture video, any required audio or video, and/or some outside sources.
- You will need to properly cite any sources you use other than my lecture videos. You may use any citation format you are familiar with as long as you cite your resources properly and correctly.
- The grading rubric for module discussions is available under Contents → Welcome Module → Discussion Boards → Discussion Board Rubric

Module Perusall Assignments (15% of your final grade): Perusall is a “social reading/annotation” tool that has a positive research-based outcome learning. After I create an assignment for each module, the system will automatically assign you to small groups. Your task is to highlight pieces of the text that you wish to comment on and add “conversations” or annotations to the text, while your group members do the same. This conversation can happen in real time or anytime. Your **goals** in annotating each reading assignment are *to engage points in the readings, stimulate discussion by posting good questions or comments and to help others by answering their questions*. To this end the program will evaluate your annotations and suggest a grade based on **quality, timeliness, quantity, and distribution**.

- Detailed guidelines and grading rubric are available under Contents → Welcome Module → Perusall

Op-ed (25% of your final grade): You will write a 900 to 1200-word opinion post that takes a stance on a relevant topic of your choosing about the country of your expertise directed to general public. Your op-eds will be posted to Tremr, an interactive web platform. We will discuss together the modalities for publishing and interacting with these posts during Friday classes, and you will have the option of publishing your post anonymously. The goal of the assignment is to make an argument regarding development using academic research that will be easily accessible to a general audience. Through this assignment you will focus on skills that encourage you to build a cogent argument and use academic research to inform a wide audience. For some of you this may be the first step in developing a research topic for a future CURO project; others may find this to

be a useful writing sample for jobs/graduate school; others may indeed submit it for publication at a newspaper/student journal.

To encourage growth and provide the support and feedback you need from me and your colleagues to develop this skill, I've broken the op-ed assignment into manageable chunks:

- Proposal – 3% of your final grade
- 1st Draft – 5% of your final grade
- Editor Review – 2% of your final grade
- Final Paper – 15% of your final grade

A more detailed rubric is available on eLC under Content → Welcome Module → Op-ed Assignment → Rubric and Guidelines

GRADING SCALE ~ Please note that if you have specific grade requirements (for your major, for your scholarship, etc.), you need to make sure you work towards them from the beginning of the semester. Any efforts to get me to change your grade at the end of an assignment or the semester based on your sudden realization that you need a better grade than you actually earned will NOT be accommodated. I am more than happy to work with you throughout the semester. It is, therefore, in your best interest to talk to me early on. If you encounter any problems, you need to let me know so that I can help you as much as possible. I will not be able to help you after deadlines have passed, and the semester is over.

A	93 – 100 points		C	73 – 76 points
A-	90 – 92 points		C-	70 – 72 points
B+	87 – 89 points		D+	67 – 69 points
B	83 – 86 points		D	63 – 66 points
B-	80 – 82 points		D-	60 – 62 points
C+	77 – 79 points		F	59 and below

COURSE POLICIES

Communication and Email: I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class ELC page.

- * To register for “Announcement Notifications” click on your name in the upper right-hand corner of the class eLC page > Notifications > Scroll down to “Instant Notifications > check the boxes for “Announcements”
- * You can choose to have notifications sent to you by email or text message – students in the past have suggested that email is better as the content is incomplete in a text message.

I can respond quickly and effectively to your emails if you clearly identify some important information in your emails. Here is what helps:

- * Before you email me, please check the syllabus, welcome module, and the announcements page of the ELC site to be sure that your question has not been previously addressed. ELC problems are no excuse for having missed quizzes or announcements!

- * Please use appropriate salutations including my name in the opening and your name in the closing (Hint: you can't go wrong with "Hi Professor Saglam" or "Hi Dr. Saglam"). For further guidance see <http://www.wikihow.com/Email-a-Professor>
- * Please use your UGA email account and include your course number in the subject line. (e.g. I am in your MWF INTL XXXX class. OR I am in your MWF 9 o'clock XXXX class.)
- * Sign your name as you are enrolled in the course – sometimes UGA email header does not include your name.
- * During the workweek, I generally respond to emails in a timely manner (usually within 24 hours). On weekends, I do not check emails regularly. Please do not expect a response before the beginning of the workweek.

The Use of Technology: It is important that you have reliable internet service, particularly as some of the assignments are time sensitive. You will also need access to a computer that allows you to engage with audiovisual content, such as YouTube videos. If you experience technical issues, you can contact the EITS Help Desk at: helpdesk@uga.edu. Please talk to me immediately if you are expecting to have computer or reliable internet problems this semester.

Finally, you're responsible for being aware of times when ELC is down for maintenance and for ensuring that all your work is submitted by the times noted (in Eastern Standard Time – which is important for you to note if traveling to a different time zone). As a best practice, please submit your work well before the deadlines as technical problems do arise. In the case of a rare technical problem, please notify me about the technical issue within 15 minutes of a deadline.

Late Assignments: The weekly assignments in the course are designed to build a base understanding of key concepts. It is essential that you finish working on earlier modules to comprehend the later ones. As a result, it is especially important to (1) be aware of the deadlines for each assignment and (2) work well ahead of the deadlines. All module assignments will automatically lock on eLC after the time at which they are due. No late submission will be accepted because you need to finish these assignments on time to do well in this class.

Late written assignments will be penalized 5% of your overall grade for each day late. This means that an accepted assignment submitted anytime within the first 24 hours after the deadline that might have earned a 95 (an A) would instead receive a 90 (an A-) and so forth. Since I will have to read your papers and submit grades in time, **late submission of the Final Simulation Essay will not be accepted or reviewed.**

Having said that, I know that we are in the middle of a frigging pandemic and legitimate emergencies will arise during the term. If that happens to be the case, please let me know as early as possible so that we can work out alternative arrangement for you to complete your work within a reasonable period of time. I am fully committed to making sure that you learn everything you were hoping to learn from this class.

Formatting: All written assignments should meet the following formatting requirements: Times New Roman, 12-point font, double spaced, 1" margins, and page number in the bottom right-hand corner.

Contested Grades: Students wishing to contest a grade must wait 24 hours after their assignment/exam has been returned to make an appointment to see me. During that appointment, students should come prepared with (1) a typed explanation of what the best possible response to the prompt would look like, (2) a typed explanation of how their work compares to that best answer, and (3) their class and reading notes. All requests for such meetings must be made within one week of the date the assignment/exam was returned. I shall re-evaluate your work and assign a “new” grade. Note, however, that this process may result in the same grade, a higher grade, or indeed a lower grade for that assignment. You are allowed this one appeal for each graded assignment; the re-grade will then stand.

Accommodations for Students with Disabilities: UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of academic accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit www.drc.uga.edu) and should make an appointment to see me with their appropriate paperwork from the DRC within the first two weeks of classes.

Netiquette and Policy on Disruptive Behavior: I will take your viewpoints seriously and want all of us to learn from one another over the course of the semester. In order to make this a successful class, it is important that we create an environment where everyone has an opportunity to learn. To facilitate this goal, I expect students to treat each other with respect, listen to conflicting opinions, and seek to discredit arguments rather than people. (Please, refer to the university policy on disruptive behavior and note that I reserve the right to remove students from class for disruptive and/or disrespectful behavior towards me or other students.)

Policy on academic dishonesty: I take academic honesty VERY seriously. In the interests of fairness and academic integrity, university policies will be strictly enforced. As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. Make sure that you understand how to avoid charges of academic dishonesty.

Prohibition on Recording Lectures: In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.

- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

UGA COVID Information for Students:

- ***Any student with a positive COVID-19 test is required to report*** the test in DawgCheck (<https://dawgcheck.uga.edu/>) and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.
- ***Students showing COVID-19 symptoms should self-isolate*** and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk- in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.
- ***Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 10 days.*** Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to quarantine on DawgCheck (<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

Mental Health and Wellness Resources

UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come to speak with me or contact these resources directly:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
 - If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
 - Counseling and Psychiatric Services (CAPS) - 706-542-2273 (during regular business hours)
 - After Hour Mental Health Crisis: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
- Relationship and Sexual Violence Prevention – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentially).

This syllabus provides a general plan for the course, and deviations may be necessary.

COURSE SCHEDULE

Welcome Module: *Course Introduction* ***(August 18 – August 21)***

Lectures:

- Course Introduction

Readings:

- Syllabus

What is due Aug 21st 11:59 pm (EST):

- Welcome Module Exit Ticket
- Syllabus Quiz
- Welcome Module Assignment: Post your introduction to “Getting to Know You” Discussion Board

Everyone should introduce themselves by replying to this discussion board with the information below (and anything else you think might be relevant for us to get to know you).

Your introduction should include:

- The name you prefer to be called (especially if different than the name on my roster)
- Preferred pronouns
- Where you’re from (however you choose to identify that)
- Your year and major(s) at UGA
- What types of IA experiences have you had (i.e. study abroad, internships, CURO research, etc.)?
- Why you are taking this course and what you hope to get out of it?
- Fun facts or hobbies?
- If you could have dinner with one politically relevant person in history (dead or alive) who would it be, why, and what would you get to eat?

Students may upload a video introduction in place of a written one and earn 1-point extra credit toward their final grade as long as they include the required information.

PART 1: BASICS

Module 1: Concepts and Trends ***(August 22 – August 28)***

What is the current distribution of income in the world and how has it changed in recent years? How should we understand the meaning of economic development? Are growth and development the same or different? How do we measure development? Who are the development actors?

Lectures:

- Definitions of development
- Measuring development
- Development actors
- Current trends
- Multidimensional poverty <https://youtu.be/mWX6CvgHc40>
- Capability Approach to Development: <https://youtu.be/rKKs1rqdlmo>
- Rosling (2020) SDGs <https://youtu.be/v7WUpGPZpI>
- Missing women https://youtu.be/COidWfmNs_s
- Rosling Lecture (2006) – A Brief Development History of the World
https://www.ted.com/talks/hans_rosling_the_best_stats_you_ve_ever_seen

Readings:

- Sen, Amartya. Development as Freedom
- Jones, P.S. (2000) ‘Why is it alright to do development “over there” but not “here”?’ Changing vocabularies and common strategies of inclusion across “First” and “Third” Worlds’, *Area* 32 (2): 237–41. (eLC)
- UNDP and OPHI (2020). *Global Multidimensional Poverty index 2020 – Charting Pathways out of Multidimensional Poverty: Achieving the SDGs*. Report. United Nations Development Programme and Oxford Poverty and Human Development Initiative. (p. 1-34) (eLC)

What is due on August 28th 11:59 pm (EST):

- Module 1 Perusal Assignments
- Module 1 Quiz
- Module 1 Discussion: Find a definition of development used by an IGO, NGO, or state agency that makes sense to you. In a discussion post of approximately 300 words:
 - Provide the definition that is used and a link to the organization’s website where you found the definition.
 - Explain how that definition relates to the readings and videos on the definitions of development. For instance, is it similar to World Bank definition? Does it employ some of the definitional elements used by Amartya Sen?
 - Relate the definition you found to the one posted by the student directly before you (Note: the first person to upload a post doesn’t have to do this part!). What might explain the similarities and differences in the definition used by the institutions you and the person above you selected?
 - What are the advantages and disadvantages of the definition used by the institutions you and the person above you selected? Why should we use your definition for measuring development in the world as opposed to all the others?

**Module 2: The Evolution of the World Economy
(August 29 – Sept 4)**

When, how and why did the gap between “the West and the rest” occur?

Lectures:

- Geography and Culture

- Colonial History
- Institutional differences
- Macroeconomic policy differences

Required Reading:

- Stuart Halls. The West and the Rest
- Gregory, Clark – The Industrial Revolution in Britain
- Daron Acemoglu, Simon Johnson, and James Robinson. 2001. “The Colonial Origins of Comparative Development.” American Economic Review 91, 5: 1369-1401.

What is due on Sept 4th 11:59 pm (EST):

- Module 2 Perusal Assignments
- Module 2 Quiz

Module 2 Discussion: First, pick your country of expertise from “the rest.” Then, go to either World Bank Database <https://data.worldbank.org/> or Gapminder Tools www.gapminder.org/tools. Using the data available there generate two different figures using their database (these can be bubbles, maps, trends, ranks, ages, whatever you like). The figures can be based on any development indicator your definition of development captures and can span any time period you like based on available data.

Then write a discussion post of approximately 300 words where you (1) include the **2 figures** (you can use the download button above the graph, although screen shots are also an easy option), and **explain what the figures capture** – what values did you set for each parameter? (2) Make **2 observations** about the data in your figures (so you should write about a total of 4 observations... two for each figure). (3) How do these figures inform your understanding of development in this country?

*** Here is a short demo video explaining how to use the Gapminder tools:
<https://vimeo.com/231885967>

**Module 3: Market Driven Theories of Development and Economic Reform
 (Sept 5 – Sept 11)**

What are the key liberal approaches to economic growth? What are their strengths and weaknesses and how have they changed over time?

Sept 6 – Labor Day

Lectures

- Clark – The Industrial Revolution in Britain
- Modernization Theory
- Neoliberalism
- Washington consensus and structural adjustment
- Post-Washington Consensus

Reading:

- Chang, Ha-Joon. 2003. [Kicking Away the Ladder: The “Real” History of Free Trade](#). (eLC)
- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2003. “An African Success Story: Botswana.” <http://economics.mit.edu/files/284>

Strongly Recommended:

- Commanding Heights: The Battle for the World Economy
[Episode 1: The battle of ideas](#)
[Episode 2: The Agony of Reform](#)
[Episode 3: The New Rules of the Game](#)

What is due on Sept 11th 11:59 pm (EST):

- Module 3 Perusal Assignment
- Module 3 Quiz
- Module 3 Discussion: Is Botswana a good poster child for orthodox economy policies? Can Botswana be a model for development in other developing countries? Why or why not?

Module 4: State Driven Theories of Development and Economic Reform (Sept 12 – Sept 18)

What are the key critical approaches to economic growth? What are their strengths and weaknesses and how have they changed over time?

What are the perspectives on the role of the state in development? What is the timeline of the policy consensus around the best approaches to development? Should markets or states dominate the promotion of economic development? What is the most effective role for each in the development process?

Lectures:

- Dependency and World Systems Theories (ISI vs. Export-led)
- Postcolonial Theories
- State-directed development

Reading:

- Silva, E. 2007. The Import-Substitution Model: Chile in Comparative Perspective. *Latin American Perspectives*, Vol. 34, No. 3, pp. 67-90 (eLC)
- Stiglitz, Joseph E.; Yusuf, Shahid. 2001. Rethinking the East Asian Miracle. Washington, DC: World Bank and Oxford University Press. p. 379-408

What is due on Sept 18th 11:59 pm (EST):

- Module 4 Perusal Assignments
- Module 4 Quiz
- Module 4 Discussion: Please write an essay answering the questions below regarding your country of expertise:
 - What were the mainstays of your country’s economy? The largest and most profitable sectors?

- How much growth did your country enjoy in previous years? What are the domestic factors that led this economic outcome? What are the international factors that led to this economic outcome?
- Does the market or the state dominate the promotion of economic development in your country? – What is the size of state sector in the economy? Are there any central planning? Does the state have a long-term development plan? Etc.
- Which development model explain the state of the economic development in your country? Does your country pursue a neoliberal or state-led development model – or somewhere in between?

PART 2: POLITICS OF DEVELOPMENT

Module 5: Institutions and Development

(Sept 19 – Sept 25)

Are democracies or autocracies better able to promote economic development? Does economic development encourage democratization? What specific sorts of political institutions are most associated with economic development?

Lectures:

- Rodrick - Institutions for High Quality Growth
- Przeworski and Limongi – Political Regimes and Economic Growth

Reading:

- Chandra, Siddharth, and Nita Rudra. "Reassessing the links between regime type and economic performance: Why some authoritarian regimes show stable growth and others do not." *British Journal of Political Science* 45, no. 02 (2015): 253-285.
- Doner, Richard F. 2009. *The Politics of Uneven Development: Thailand's Economic Growth in Comparative Perspective*, pp. 64-95 Available as an ebook from UGA:
- <https://eds.b.ebscohost.com/eds/ebookviewer/ebook/bmx1YmtfXzMzMTI5MI9fQU41?sid=53f4a9a9-00b5-49c2-9ee2-dcd2c14e8aac@sessionmgr103&vid=1&format=EB>

What is due on Sept 25th 11:59 pm (EST):

- Module 5 Perusal Assignments
- Module 5 Quiz
- Module 5 Discussion: Watch [Is China the New Idol for Emerging Economies?](#) by Dambisa Moyo. Basen on your definition of development, answer the questions below:
 - What is the freedom score of your country based on the Freedom House country report (<https://freedomhouse.org/countries/freedom-world/scores>)? How does the state of democracy in your country might be affecting its development?
 - Is democracy (and other democratic institutions) a prerequisite for development or does economic development promote democracy?
 - Can repression and human rights violations be tolerated/overlooked until a developing country catches up to the West?

Module 6: Good governance and Development
(Sept 26 – Oct 2)

What are the development consequences of weak states? Can development take place in the absence of effective and stable governance? What is good governance? Under what conditions can policies or states achieve good governance?

Lectures:

- State capacity: Weber vs Migdal
- Governance
- Corruption
- Clientelism

Reading:

- Rock, Michael T., and Heidi Bonnett. "The comparative politics of corruption: accounting for the East Asian paradox in empirical studies of corruption, growth and investment." *World Development* 32, no. 6 (2004): 999-1017.
- Ding, I. Performative Governance, manuscript under review.
https://docs.wixstatic.com/ugd/8001f2_8b15c472bfd64bb1a2dd78879c70c0b6.pdf

What is due on Oct 2nd 11:59 pm (EST):

- Op-ed Proposal due to Dropbox.
 - a. What is your argument?
 - b. What is your opening hook?
 - c. Provide annotated bibliographic citations for 2 academic sources (not from class) and the related evidence from them that you'll be using to support your argument.
- Module 6 Perusall Assignments
- Module 6 Quiz
- Module 6 Discussion: Congratulations - you've been tasked with outlining a new development policy for your country of expertise. Based on readings and lectures, what factors do you believe most influence the economic development in your country?
 1. What is your proposed regime type? Should your country adopt democracy or autocracy for rapid development? Why?
 2. What are the main actors the state is trying to please? (Lobbyists, interest groups, populist parties, tribes, bureaucrats, elites etc.) What is their current relationship with the state and government officials?
 3. What strategies do you propose that the government can employ to promote growth, such as poverty relief programs, public investment in education, intellectual property right protection, and industrial policies etc.?

Module 7: Resource Challenges

(Oct 3 – Oct 9)

How are natural resources both an economic blessing and a curse? What is the impact of natural resources on development? Why has using natural resources for development proven so difficult?

Lectures:

- The Resource Curse
- Poverty-environment trap
- The conflict trap

Reading:

- AJ Venables. 2016. Using natural resources for development: why has it proven so difficult? *Journal of Economic Perspectives*
- Kabbani & Mimoune. 2021. Economic Diversification in the Gulf. Brookings Institute (eLC)

What is due on Oct 9th 11:59 pm (EST):

- Module 7 Perusal Assignments:
- Module 7 Quiz
- Module 7 Discussion: Does your country of expertise have any natural resources? What are the effects of having or not having natural resources on their development? Is it a blessing or a curse? Why?

Module 8: Rise of the Rest

(Oct 10 – Oct 16)

Lectures:

- Hans Rosling: Asia's Rise <https://www.gapminder.org/videos/hans-rosling-asias-rise-ted-india/>
- China: Rise of an Asian giant: <https://youtu.be/oIF-ujSeQho>

Reading

- Amsden. 2001. The rise of "the rest": challenges to the West from late-industrializing economies ch. 6 (eLC)
- Bull. 2015. [The 'rise of the rest' and the revenge of 'development': The emerging economies and shifts in development theory](#) (eLC)
- Zarakol, Ayse. 2019. Rise of the Rest: As Hype and Reality. (eLC)
- Sharma. 2012. [Broken BRICs: Why the Rest Stopped Rising](#), Foreign Affairs

What is due on Oct 16th 11:59 pm (EST):

- Module 8 Perusal Assignments
- Module 8 Quiz
- Module 8 Discussion: Watch the PBS documentary [China: Power and Prosperity](#) and compare the tone and information in this documentary with [China: Rise of an Asian giant](#). Then, analyze China's rise and develop **two separate points** to demonstrate your ability to apply what you learned from the readings and lectures so far to

understand the development of China. Your post should be about 300 words. Be sure to include proper in text citations and a reference list with full bibliographic citations at the end of your post.

PART 3: TOPICS IN DEVELOPMENT

Module 9: International Finance and Development **(Oct 17 – Oct 23)**

What is the role of foreign finance in the development process? When do foreign aid and foreign investment promote development and when do they impede it?

Lectures:

- What is FDI, FPI, and ODA? - Controversies over the impact of development aid: it works; it doesn't; it can, but that depends...."
- [Foreign Direct Investment in the United States](#)
- African Economies and the Politics of Permanent Criss
- [Dead Aid](#) (the first 8 minutes 30 seconds)
- [The Foreign Aid Paradox](#)
- [Africa for Norway Radi-aid](#)
- [China's Belt and Road Initiative](#)

Reading:

- Stone, R. 2004. The Political Economy of IMF Lending in Africa. (eLC)
- Travis, R. 2010. [Problems, Politics, and Policy Streams: A Reconsideration US Foreign Aid Behavior toward Africa](#). International Studies Quarterly 54, 797–821 (eLC)

What is due on Oct 23rd 11:59 pm (EST):

- Module 9 Perusall Assignments
- Module 9 Quiz
- Module 9 Discussion: What is the role of foreign finance in the development process of your country of expertise? Do foreign aid and foreign investment promote or impede development in your country? Do you agree with Moyo that the West should stop giving development assistance to the Rest in general and your country in particular? Do you find this relationship problematic or even racist as she argues?

Module 10: Grassroots Development and Microfinance **(Oct 24 – Oct 30)**

Should we give money to poor people instead? How can poor people be empowered? What is microfinancing and how has the Grameen Bank and other microfinancing projects helped with poverty alleviation, development of business in South Asia, and particularly women's role in developing economies?

Oct 25 – Withdrawal Deadline

Oct 29 – Fall Break

<p>Lectures:</p> <ul style="list-style-type: none"> • Bottom Billion • Grassroots Development • Is civil society good for development? • Covid-19 and development policy
<p>Reading:</p> <ul style="list-style-type: none"> • Morduch. 1999. The role of subsidies in microfinance: evidence from the Grameen Bank (eLC) • Karnani – Microfinance Misses Its Mark • Leach and Sitaram - Microfinance and Women's Empowerment: A Lesson from India
<p>What is due on Oct 30th 11:59 pm (EST):</p> <ul style="list-style-type: none"> • Module 10 Perusall Assignments • Module 10 Quiz • Module 10 Discussion: Do you think giving money directly to the poor is the solution to the development problem in developing countries? Why? Why not? Discuss with specific references to the readings and lectures you have completed so far in this class.
<p>Module 11: Gender and Development (Oct 31 – Nov 6)</p>
<p>Lectures:</p> <ul style="list-style-type: none"> • Feminist Theories of Economic Growth
<p>Reading:</p> <ul style="list-style-type: none"> • E Duflo. 2012. Women empowerment and economic development. Journal of Economic literature - https://www.nber.org/system/files/working_papers/w17702/w17702.pdf
<p>What is due on Nov 6th 11:59 pm (EST):</p> <ul style="list-style-type: none"> • Op-ed 1st Draft due to Editor Group Discussion Board • Module 11 Perusall Assignments • Module 11 Quiz • Module 11 Discussion: TBA
<p>Module 12: Migration and Development (Nov 7 – Nov 13)</p>
<p>Lectures:</p> <ul style="list-style-type: none"> • Human capital • Transnational migrants • Brain drain, brain gain, or brain waste? • Remittances
<p>Reading:</p> <ul style="list-style-type: none"> • De Haas – Remittances, Migration, and Social Development (eLC)
<p>What is due on Nov 13th 11:59 pm (EST)</p> <ul style="list-style-type: none"> • Editor Feedback to Op-ed Papers in your Editor Group due to the Discussion Board. • Module 12 Perusall Assignments • Module 12 Quiz

- Module 12 Discussion: What is the role of migration in your country’s development? Is your country a major migrant sending or migrant receiving country? What is the effect of economic, social, and political remittances in development and poverty alleviation in your country?

Module 13: Climate Change and Development
(Nov 14 – Nov 20)

Lectures:

- [Climate justice](#)
- [Climate change, health, and poverty](#)
- [Sustainable development](#)
- [Green growth?](#)
- [Degrowth?](#)
- [China and the environment](#)

Reading:

- Barbier, E. 2010. Poverty, development, and environment (eLC)
- Tery, G. 2009. No climate justice without gender justice (eLC)

What is due on Nov 20th 11:59 pm (EST):

- Module 13 Perusall Assignments
- Module 13 Quiz
- Module 13 Discussion: Who contributes the most to environmental degradation in your country? Who is affected the most from climate change and resource depletion? How would “climate justice” look in your country?

Nov 21 – Nov 27 Thanksgiving Break

Module 14: Op-ed Workshop

(Nov 28 – Dec 4)

What is due on Dec 4th 11:59 pm:

- Op-ed Final Paper due to Tremr and add a thread to your original proposal thread under the assignments folder on eLC (this is some of you may choose to make your op-eds anonymous).