

INTL 4321H (54278)

Political Economy of Development

Peabody Hall 219 / MWF 3:00 pm – 3:50 pm

Instructor: Dr. Gulcan Saglam

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Office Hours: Office Hours: Tuesday 10:00 am – 11:00 am 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 a range of sources for empirical evaluation, and to evaluate critically the empirical basis of different approaches to economic development.
- Improve 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 honors 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 reflect on required texts from the syllabus while engaging with each other (See course assessment for more information). You should sign up and register to our course Perusall page using our course code: **SAGLAM-YVJ4B**
- 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 #INTL4321H hashtag.
- It is expected that you will complete the course reader listed on the syllabus and/or posted on the eLC course page *prior* to class. Should you fail to do the readings it will be evident in your lack of participation during class discussions.
- Lectures and class discussion are intended to supplement, not duplicate, the readings. Exams will draw upon course reader and class notes.

COURSE OUTLINE ~ This class is highly interactive and relies heavily on small group activities and class discussions for instruction and student assessment. The course consists of six modules (including the Welcome Module). For specific due dates for assignment, please see the Course Schedule below and follow the Announcement page on eLC. Each module includes:

- **A Course reader:** The course reader includes 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.
- **Reading reflections (Perusall assignments):** To help you master readings faster, understand the material better, prepare for final exam, 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.

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

Assignment	Description	% of Final Grade	Due Date
Participation		15%	At the end of the class they are assigned
Reading Reflections		20%	Saturday at 11:59 pm (EST) each week on Perusall
Homework Assignments (20% of your final grade)			
	<i>HW1</i>	5%	Sept 10 th 11:59 pm (EST)
	<i>HW2</i>	5%	Oct 15 th 11:59 pm (EST)
	<i>HW3</i>	5%	Nov 12 th 11:59 pm (EST)

	<i>HW4</i>	5%	Sign up for the Current Events Presentation using https://tinyurl.com/3uwmkjep
Op-ed Assignment (25% of your final grade)	Op-ed Proposal	2.5%	Sept 24 th 11:59 pm (EST) due to eLC Dropbox
	<i>Op-ed 1st Draft</i>	7%	Oct 29 th 11:59 pm (EST) due to Editor Discussion Board
	<i>Editor Feedback</i>	3%	Nov 5 th 11:59 pm (EST) Due to Editor Discussion Board
	<i>Final Op-ed</i>	12.5%	Dec 3 rd 11:59 pm (EST) due to course Tremr page AND eLC Dopbox under the Proposal
Final Exam		20%	Dec 9 th 3:30-5:00 in class

Life tokens: Sometimes things happen that get in the way of your best intentions to complete an assignment on time. To account for the unexpected situations in a way that is caring and flexible, I am implementing the use of a “life token,” which means you may miss a weekly assignment (in-class participation or reading reflection) without a grade penalty. In other words, ***I will drop the lowest participation and reading reflection grade.*** You can use this as you like (e.g., illness, sports travel, interviews, sleep, conferences). Please get in touch with me or Student Care and Outreach immediately if there are extenuating circumstances that may lead you to miss more than one of these assignments.

Participation– 15% - As one of the objectives of the course is to develop better critical thinking skills and to be able to communicate concepts and ideas more effectively, participation is a significant part of your final grade. Participation will be evaluated via various assignment submissions during class (eLC assignments, polls, paper to be turned in, group discussions, individual reflection papers, announced or unannounced quizzes etc). These active learning tools will help you work through important ideas, concepts, or processes; give you the opportunity to investigate issues on your own and with your peers; be exposed to points of view different from yours; and develop your own opinions on economic and political development.

It is your responsibility to complete the in-class activities on time and make sure I have your assignment with your name on it at the end of the class.

Attendance: Attendance is **NOT** a formal requirement (There is no separate grade for simply showing up to class). However, participation is and you can not participate if you are in the classroom. Engagement is the heart of this course, as it is how we learn the most from each other; therefore, it is imperative that you attend class and actively contribute ideas and reflections unless you are unable to do so (i.e. you’re sick, been exposed to someone who is unwell, etc.)

- Per UGA guidelines, faculty are to accommodate students who get COVID just as they normally would have accommodated ill students before the pandemic.
- In order to make sure you are not falling behind due to a missed class for any reason (COVID or not):
 - Send me an email. There is a good chance that I can direct you to online content that you can go over outside of class. **DO NOT** ask me whether we covered anything important on a day you missed. All classes are important.
 - Be sure you get the name and contact information for **at least two other students** in this class to get notes from days that you miss.
 - Once you're feeling better, please make an appointment to meet with me during office hours if you have any remaining questions.

Reading Reflections - 20% 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**. I compute your overall score using your **4 highest-quality annotations** for each assignment, so be sure to write at least this number to ensure the best score.

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

Homework Assignments -20% of your final grade: Each student will upload 4 short homework assignments (300 -500 words) to the relevant eLC discussion forum throughout the semester. The assignments will support your learning and understanding of the material, help you stay on track in the course, and improve your critical & analytical thinking and writing skills. Each homework grade will be based on content (did you follow instructions?) and quality of the writing. Assignments are to include proper references/citations.

- The grading rubrics for module assignments is available under Contents → Welcome Module → Homework Assignments

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 – 2.5 % of your final grade (due Sept 24th 11:59 pm)
- 1st Draft – 7% of your final grade (due Oct 22nd 11:59 pm)
- Editor Review – 3% of your final grade (due Oct 29th 11:59 pm)
- Final Paper – 1.5% of your final grade (due Dec 3rd 11:59 pm)

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

Final Exam - 20% 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, I have created one major exam that encourages students to answer questions about the material presented in the Modules and begin practicing using this material to answer both hypothetical and real-world problems. Final exam will draw on all materials from module content such as lecture videos, assigned readings/podcasts, and any additional materials assigned for the module's discussion question. It may be composed of multiple choice, true/false, fill-in, short-answer, or matching questions.

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 ~

Course Format and Covid-19 Adjustments: This class will operate as an in-person class with face-to-face instruction unless otherwise announced on the syllabus or the eLC course page. We will follow UGA policy on any COVID-19-related adjustments that may be necessary throughout the semester.

- **If you feel sick, test positive for Covid-19, or are quarantining, DO NOT COME TO CLASS.**

- If you have specific concerns or expect specific challenges that will affect your class performance, please get in touch with me as soon as possible.

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor’s Office. For the latest on UGA policy, you can visit coronavirus.uga.edu.

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: All cell phones and other devices that make noise must be turned off or put on silent – not vibrate- upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices may negatively affect a student’s participation grade.

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.

Extensions & Late Assignments: Our due dates in this class are not arbitrary. The course's pacing is designed to help you make steady and productive progress toward the learning objectives. 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 after the time at which they are due and no late submission will be accepted. Submissions that are not received because of unapproved absence, technical problems, etc., will be a part of the "life token" or one freebie that is not counted towards your final grade.

Beyond the one life token you are allowed to, extensions and make-ups are subject to the UGA class [attendance policy](#) and my discretion.

Written assignments will be accepted up to four days late, with a 10% penalty 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 90 (an A-) would instead receive a 85 (a B-) and so forth. Since it directly affects the performance and grades of other students, late submission of Editor Reviews (Peer reviews) will not be accepted. Due to the time constraint at the end of the semester, **late submission of the Op-ed Final Essay will also not be accepted or reviewed.**

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](#)". 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.

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

MODULE 1: WELCOME MODULE

Week 1: *Course Introduction*

(August 17 – August 20)

Course Reader:

- Syllabus
- [Course Introduction: The researchers and research questions in the area of political economy of development](#)

What is due Aug 20st 11:59 pm (EST):

- Syllabus Quiz
- Welcome Module Participation: 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)
- 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.

MODULE 2: HOW DID WE END UP HERE?

Week 2: What is development?

(August 21 – August 27)

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?

Course Reader:

- Sen, Amartya. Development as Freedom
- Cassidy, J. (2020). Steady State: Can We Have Prosperity without Economic Growth?. The New Yorker.
- 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)

What is due on August 27th 11:59 pm (EST):

- Week 2 Reading Reflections

Week 3: The West and the Rest I

(August 28 – Sept 3)

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

Course Reader:

- Robert Allen – The Industrial Revolution in Britain
- Stuart Halls. The West and the Rest
- Asian Responses to Imperialism <https://www.youtube.com/watch?v=nxmWfbXS4P>

What is due on Sept 3rd 11:59 pm (EST):

- Week 3 Reading Reflections

Week 4: The West and the Rest II

(Sept 4 – Sept 10)

What is “wrong” with the Rest? Why is there still divergence?

Sept 5 – Labor Day

Course Reader:

- Gregory Clark. A Farewell to Alms. Introduction (p. 1-14)
- Jared Diamond. Guns, Germs, and Steel. Ch: Epilogue (p. 405-425)
- Acemoglu, Johnson & Robinson. The Colonial Origins of Comparative Development (eLC)

What is due on Sept 10th 11:59 pm (EST):

- Week 4 Reading Reflections
- Homework 1

MODULE 3: HOW CAN THE REST “CATCH UP”?

Week 5: Modernization Theory and Its Critiques

(Sept 11 – Sept 17)

What are the key liberal and critical approaches to economic growth? What are their strengths and weaknesses and how have they changed over time? Should markets or states dominate the promotion of economic development? What is the most effective role for each in the development process?

Course Reader:

- Chang. Kicking Away the Ladder the Real History of Free Trade
- Silva, E. 2007. The Import-Substitution Model: Chile in Comparative Perspective. Latin American Perspectives, Vol. 34, No. 3, pp. 67-90 (eLC)

What is due on Sept 17th 11:59 pm (EST):

- Week 5 Reading Reflections

Week 6: Developmental State and Its Critiques

(Sept 18 – Sept 24)

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?

Course Reader:

- Chang. 2006. The East Asian Development Experience (eLC)
- Stephan Haggard. 2018. [Ch 5 The Fall and Rise of the Developmental State & 5.1 Developmental States in Their International Context](#)
- Beeson. 2009. “Developmental States in East Asia: A Comparison of the Japanese and Chinese Experiences.” Asian Perspective 33 (2): 5-39.

Case Study: South Korea and Export led Industrialization:

- <https://www.youtube.com/watch?v=ozZIOQ1Qerc>
- The End of the South Korean Model?
https://www.youtube.com/watch?v=sF40SmEn_zg

What is due on Sept 24th 11:59 pm (EST):

- Week 6 Reading Reflections
- Op-ed Proposal due on eLC Dropbox.
 - What is the topic and country you are interested in?
 - What is your argument?
 - What is your opening hook?
 - 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. Each source should be accompanied by a one or two sentence annotation of how the source relates to your research.

Week 7: The Comeback of Neo-liberal Paradigm – And its Critiques

(Sept 25 – Oct 1)

What is Washington Consensus? Does it work? Is globalization working in favor or against the common man?

Course Reader:

- Rodrik. 2004. Growth Strategies (Working paper) (p. 2-33)
- BCN – Washington Consensus Reforms and Economic Performance in Sub Saharan Africa
- Van Waeyenberge – Post Washington Consensus

Case Study: Chile – Cradle of Neoliberalism

<https://www.youtube.com/watch?v=Bn6cwL12UQg>

<https://www.youtube.com/watch?v=WQs-J3houJA>

What is due on Oct 1st 11:59 pm (EST):

- Week 7 Reading Reflections

MODULE 4: BRINGING THE STATE BACK IN

Week 8: Regime Type and Development

(Oct 2 – Oct 8)

Are democracies or autocracies better able to promote economic development? Does economic development encourage democratization?

Course Reader:

- Ghardallou. 2020. Democracy and Economic growth A Lit Review
- Acemoglu & Robinson. 2012. Why Nations Fail. Chapter 1: “So Close and Yet So Different.” Crown Business Press.
- Peter Lewis – Growth without Prosperity in Africa

What is due on Oct 8th 11:59 pm (EST):

- Week 8 Reading Reflections

Week 9: Institutions and Development

(Oct 9 – Oct 15)

What specific sorts of political institutions are most associated with economic development? 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?

Course Reader:

- Rodrik - Institutions for High-Quality Growth: What They Are and How to Acquire Them (eLC)
- Rock & Bonnett – The Comparative Politics of Corruption (eLC)
- Ding – Performative Governance (eLC)

What is due on Oct 15th 11:59 pm (EST):

- Week 9 Reading Reflections
- Homework 2

MODULE 5: THE DEVELOPING STATE AND ITS RESOURCES – or lack thereof

Week 10: Physical (... and Foreign) Capital

(Oct 16 – Oct 22)

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?

Course Reader:

- Stone, R. 2004. The Political Economy of IMF Lending in Africa. (eLC)
- Moyo, D. (2009). Dead aid: Why aid is not working and how there is a better way for Africa. Macmillan. Ch 1-4.
- Paul & Cestero - Five decades of research on foreign direct investment by MNEs: An overview and research agenda
<https://reader.elsevier.com/reader/sd/pii/S0148296320302332?token=0A7F125CBFDBF1DFDFD7DB43FD660CA9EDCED154BCC6B96C0AE0F240A3C01A09A627BC51FD75A28778D1C0139EC85ADE&originRegion=us-east-1&originCreation=20220521200254>

What is due on Oct 22nd 11:59 pm (EST):

- Week 10 Reading Reflections

Week 11: Natural Resources

(Oct 23 – Oct 29)

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?

Oct 24 – Withdrawal Deadline

Oct 28 – Fall Break

Course Reader:

- Kaznacheev - Curse or Blessing How Institutions Determine Success in Resource Rich Countries
- Vogel, K. B. (2020). The Effect of Oil Windfalls on Corruption: Evidence from Brazil.

Case Study: Botswana

- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2003. "An African Success Story: Botswana." <http://economics.mit.edu/files/284>
- <https://www.youtube.com/watch?v=46Yk7kn6qmM>

What is due on Oct 29th 11:59 pm (EST):

- Week 11 Reading Reflections
- Op-ed 1st Draft due to Editor Group Discussion Board

Week 12: Human Capital

(Oct 30 – Nov 5)

*Should we give money to poor people instead? How can poor people be empowered?
Development by whom and for whom?*

Course Reader:

- Glaeser EL, La Porta R, López-de-Silanes F, Shleifer A. 2004. Do institutions cause growth? (eLC)
- De Haas – Remittances, Migration, and Social Development (eLC)
- Cornwall, Andrea. 2003. "Whose Voices? Whose Choices? Reflections on Gender and Participatory Development." World Development 31 (8): 1325-1342

What is due on Nov 5th 11:59 pm (EST):

- Week 11 Reading Reflections
- Editor Feedback to Op-ed Papers in your Editor Group due to the Discussion Board.

MODULE 6: ONE STEP FORWARD, TWO STEPS BACK

Week 13: The Rise of the Rest?

(Nov 6 – Nov 12)

How did China become rich in a few decades? Is the rise of the Rest just a hype? Are developing countries destined to be middle income countries at best?

Course Reader:

- Barry Naughton. Ch. 4: The Political Economy of Chinese Economic Growth. In Brandt, & Rawski, T. G. (2008). China's great economic transformation/edited by Loren Brandt, Thomas G. Rawski. Cambridge University Press (available online at UGA library). (p. 91-130)
- China: Rise of an Asian giant: <https://youtu.be/oIF-ujSeQho>

- Zarakol – Rise of the Rest as Hype and Reality (eLC)
- Doner & Schneider. The Middle-Income Trap: More Politics Than Economics

What is due on Nov 12th 11:59 pm (EST)

- Week 12 Reading Reflections
- HW3

Week 14: Going Forward

(Nov 13 – Nov 19)

Is the current development model sustainable?

Course Reader

- Barbier – Poverty, development, and the environment
- Tery – No climate justice without gender justice
- Stiglitz - [Globalization and Its Discontents](#) (eLC)

What is due on Nov 19th 11:59 pm (EST):

- Week 13 Reading Reflections

Nov 21 – Nov 25 Thanksgiving Break - NO CLASS

Week 15: In class Op-ed Workshop

(Nov 29 – Dec 3)

What is due on Dec 3rd 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).

December 9th 3:30 – 5:00 Final Exam (In-class, open notes)