

(54278) INTL 4321H
Political Economy of Development
Fall 2023
MWF 1:50 pm – 1:40 pm Park Hall 114

Instructor: Dr. Gulcan Saglam
E-mail: gsaglam@uga.edu

Open Lab Hours:

Monday, 1:50 – 2:40 pm, and by appointment (42717)
Meeting link: <https://zoom.us/my/gstaglam>

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 a country’s political, social, and cultural institutions. 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 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 – respectfully, even as we might disagree. 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.

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 policies 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 READINGS

By signing up for this course, you have committed to learning a body of knowledge about the “big ideas” of the 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 by 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 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 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 reading 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 and 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.
- You are expected to complete the course reader listed on the syllabus and/or posted on the eLC course page before class. Should you fail to do the readings, it will be evident in your lack of participation during class discussions.
- Lectures and class discussions are intended to supplement, not duplicate, the readings. Exams will draw upon course reader and class notes.

COURSE FORMAT

Each of you learns differently. That matters to me. We will use a discussion-based course format to give you flexibility and autonomy in the learning process. *You will engage with the required readings and videos before coming to class. We will dedicate class time to applying the material through case studies, discussions, and hands-on activities.* The discussion-based format 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 discussion-based setting compared to traditional methods.*

- **Mondays** will be open lab days, where you are expected to complete the required readings alone or in small groups and work on the module assignments.
- **On Wednesdays and Fridays**, we will have mini-lectures going over important concepts, address the module discussion question, and apply the module content to various case studies in class.

This course comprises six modules, including a Welcome Module, each covering various topics and learning materials. Each week we will cover a new topic, which will include the following:

1. A course reader
2. Reading reflections (Perusall Assignments)
3. A collection of supplementary materials and video links for further exploration (including lecture slides for note-taking and review).

At the end of each module, students will submit the following:

1. A module homework
2. A module quiz

To ensure a well-structured and organized learning experience, each module will adhere to a specific schedule. Each topic within a module opens on Tuesday at 10:00 am and closes the following Tuesday at 9:00 am. Typically, module assignments and quizzes will be due on the Thursday following the end of the last topic of a module. Please refer to the Course Schedule for individual module availability and assignment due dates.

Your active engagement with the course material (both online and in class) is crucial for your success in this class. It is essential to participate in the lectures and complete the assigned readings. Moreover, regular attendance in class meetings is vital. Following these guidelines will enhance your learning experience and make the most of this course.

GRADING

Your course grade is calculated from the following components:

- 20% - Perusall Assignments - Due every Tuesday at 9:00 am (EST)
- 30% - Six module quizzes (one for each module)
 - Module 1 Quiz (Syllabus Quiz) – Due by Aug 24th at 9 am
 - Module 2 Quiz – Due by Sept 14th at 9 am
 - Module 3 Quiz – Due by Oct 5th at 9 am
 - Module 4 Quiz – Due by Oct 26th at 9 am
 - Module 5 Quiz – Due by Nov 16th at 9 am
 - Module 6 Quiz – Due by Dec 5th at 9 am
- 25% - Six module homework (one for each module) - Due by Thursday at 9:00 am (EST) on the week it is assigned.
 - Module 1 HW (Getting to Know You Discussion) – Due by Aug 24th at 9 am
 - Module 2 HW – Due by Sept 14th at 9 am
 - Module 3 HW – Due by Oct 5th at 9 am
 - Module 4 HW – Due by Oct 26th at 9 am
 - Module 5 HW – Due by Nov 16th at 9 am
 - Module 6 HW – Due by Dec 5th at 9 am
- 25% - Op-ed: 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:
 - 2.5% - Op-ed Proposal – Due by Sept 21 at 9:00 am
 - 7% - 1st Draft – Due by Oct 19th at 9:00 am
 - 3% - Editor Feedback – Due by Nov 2nd at 9:00 am

- 12.5%- Final Draft – Due by Dec 7th at 9:00 am.

~ Perusall Assignments (20%) ~

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 **3 highest-quality annotations** for each assignment, so be sure to write at least this number to ensure the best score.

You have access to your Perusall page via the eLC course page.

Detailed guidelines and grading rubric are available under the Welcome Module on the course eLC page.

~ Module Quizzes (30%) ~

At the end of each module, there will be a short (around 10 questions) multiple-choice quiz for you to complete. These quizzes will be graded automatically within eLC. Reading the required readings, attending the class lectures and activities, watching the short videos, and reviewing the longer set of slides for each module's topics should prepare you for each quiz. The quizzes are open notes and open books.

These quizzes will allow **two attempts** to give students the opportunity to learn from and improve their comprehension of the material. After the final quiz attempt is submitted, the **average attempt score** will be counted toward that student's quiz score. Thus, for example, if a student gets 95% and 85%, the student's quiz score for that quiz will be 90 percent. Please note that if a student chooses to take the quiz only one time, that score will be their final score. Be aware that quiz questions for each attempt are randomly drawn from a large question pool, which means there is a high probability that you will get a completely different set of 10 questions for each quiz attempt. Please also note 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.

~ Module HW (25%) -

There will be a discussion board for each module. I will start off the discussion board with some questions about the topics for that week. For each module, you will contribute at least one thoughtful response (a minimum of 300 words) to the discussion board question that references the course materials and one response to another student's post. Your response is to be grounded in the assigned materials. To ensure that everyone has the opportunity to engage with colleagues and consider alternative perspectives, students must also respond to another student's post (so, for each module discussion, you will need to post one original response to the discussion question and one response to a classmate). You can respond as often as you like, of course...you are not limited to one. The idea is to get a conversation going.

- 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.
- **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.
- 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.
- A rubric can be found on eLC.

~ Op-ed (25%) ~

You will write a 1500-word opinion post that takes a stance on a relevant topic of your choosing about the country of your expertise directed to the 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 to publish 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 in a newspaper/student journal.

A more detailed rubric can be found under the Welcome Module on the eLC course page.

~ 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	94 – 100 points		C	73 – 76.99 points
A-	90 – 93.99 points		C-	70 – 72.99 points
B+	87 – 89.99 points		D+	67 – 69.99 points
B	83 – 86.99 points		D	63 – 66.99 points
B-	80 – 82.99 points		D-	60 – 62.99 points
C+	77 – 79.99 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!

- Sign your name as you are enrolled in the course – sometimes UGA email header does not include your name.
- 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>
- During the workweek, I generally respond to emails in a timely manner (usually within 24-48 hours). On weekends, I do not check emails regularly. Please do not expect a response before the beginning of the workweek.

~ Accessing Course ~

Course materials will be hosted primarily on eLC, though I may make use of other online tools for the purpose of communicating with you. If you are traveling, ensure sufficient internet access time and unfettered access to the course site hosted on eLC and relevant services.

Please note that 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.

~ The Use of Technology ~

All phones should be **shut off** or set to **silent** (not vibrate) before arriving at class. The use or interruption of these devices during regular class time will result in a reduction of your final grade, and during test periods will be treated as cheating.

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 expect 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.

~ Life tokens ~

Sometimes, things get in the way of your best intentions to complete an assignment on time. To account for the unexpected situations in a caring and flexible way, I am implementing a "**life**

token” policy, which means you may miss one Perusall assignment, module quiz, and module homework without a grade penalty. In other words, I will drop the lowest Perusall assignment, module quiz, and module homework 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.

~ 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.

The Op-ed Proposal may 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 an 80 (a B-) and so forth. Since it directly affects the performance and grades of other students, late submission of the 1st Drafts and 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.

Beyond the one life token, extensions and make-ups are subject to the UGA class attendance policy, proper documentation, and my discretion.

~ 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](#)." A 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.

~ *AI Tools Usage Policy* ~

Incorporating AI Tools in Assignments

As part of this course, you are allowed to use AI tools for editing and refining your assignments. However, it is essential to remember that AI tools can carry inherent biases and inaccuracies due to various factors, including biased training data, algorithmic limitations, and potentially outdated information. Therefore, the primary focus of your assignments should be your original ideas and critical thinking.

Understanding AI Tool Biases:

Data Bias: AI tools learn from datasets that might not be fully representative. Biases present in historical data can influence the content generated by AI.

Cultural and Linguistic Bias: AI tools may reflect specific cultural or linguistic norms, potentially leading to content that is not universally accurate.

Societal and Political Bias: Biases present in society and politics can find their way into AI-generated content, potentially influencing objectivity.

Confirmation Bias: Some AI tools learn from existing data, which could result in content that aligns with pre-existing beliefs.

Misinterpretation of Nuances: AI tools might struggle with understanding complex nuances, emotions, or sarcasm in language.

Outdated Information: Additionally, please note that the information AI tools are trained on might not be up to date. For example, the knowledge ChatGBT has been trained on is current only up until September 2021. Therefore, any developments or changes that have occurred after that date might not be accurately reflected in AI-generated content.

Mitigating Biases:

To address biases and outdated information in your assignments:

Critical Evaluation: Cross-reference AI-generated content with reliable sources to verify accuracy, identify potential biases, and ensure information is current.

Diverse Sources: Seek information from various trusted sources to counteract potential bias from a single source, human or AI-generated.

Contextual Analysis: Consider the broader context and multiple perspectives to identify and address bias and outdated information.

Awareness and Education: Stay informed about AI tool biases and the limitations of outdated information to make informed content decisions.

Guidelines for this course:

Independent Thought: Your assignments should reflect your independent ideas and analysis. AI tools can aid in refining your work, but solutions and arguments should originate from your understanding.

Bias and Fact-Checking: Critically evaluate AI-generated content, cross-reference with reliable sources, fact-check for accuracy, and verify the currency of information.

Citations and References: Properly cite and reference all sources, including AI-generated content. Relying solely on AI-generated citations is not acceptable as AI tools are known to generate fake citations.

Fake Citations: Verify all citations manually to ensure accuracy and legitimacy.

Academic Integrity: Uphold academic integrity; AI tools should complement, not replace, your own understanding and analysis.

By considering these guidelines, understanding AI tool biases and potentially outdated information, you will ensure the integrity and reliability of your assignments. Your independent thinking and critical analysis remain vital to your academic success.

~ 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 a 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

Topic 1: Course Introduction (Aug 15 -Aug 22)

Module 1 Assignments – Due Thursday, Aug 24th at 9:00 am

- Getting to Know You Discussion
- Syllabus Quiz

Module 2: How Did We End Up Here?

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? When and how did the gap between “the West and the rest” occur? What is “wrong” with the Rest? Why is there still divergence?

Topic 2: What is development? (Aug 22– Aug 29)

- Topic 2 Perusall Assignments are due on Tuesday, Aug 22nd, at 9:00 am
- Course Reader
 - 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)

Topic 3: The West and the Rest I (Aug 29 – Sept 5)

- Topic 3 Perusall Assignments are due on Tuesday, Aug 29th, at 9:00 am
- 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>

Topic 4: The West and the Rest II (Sept 5 – Sept 12)

- Topic 4 Perusall Assignments due on Tuesday, Sept 5th at 9:00 am
- 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)

Module 2 Assignments – Due Monday, Sept 14th at 9:00 am

- Module 2 HW
- Module 2 Quiz

Module 3: How Can the Rest “Catch Up”?

Is it all about the economy? 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?

Topic 5: Modernization Theory and Its critiques (Sept 12 – Sept 19)

- Topic 5 Perusall Assignments are due on Tuesday, Sept 12th at 9:00 am
- 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)

Topic 6: Developmental State and Its Critiques (Sept 19 – Sept 26)

- Topic 6 Perusall Assignments due on Tuesday, Sept 19th at 9:00 am
- 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

Topic 7: Neoliberalism and Its Critiques (Sept 26 – Oct 3)

- Topic 7 Perusall Assignments due on Tuesday, Sept 26th at 9:00 am
- 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

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- <https://www.youtube.com/watch?v=Bn6cwL12UQg>
- <https://www.youtube.com/watch?v=WQs-J3houJA>

Module 3 Assignments – Due Oct 5th at 9:00 am

- Module 3 HW
- Module 3 Quiz

Module 4: Bringing the State Back In

Does regime type matter for development? 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? 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?

Topic 8: Regime Type and Development (Oct 3 – Oct 10)

- Topic 8 Perusall Assignments are due on Tuesday, Oct 3rd, at 9:00 am
- 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

Topic 9: Institutions and Development (Oct 10 – Oct 17)

- Topic 9 Perusall Assignments due on Tuesday, Oct 10th at 9:00 am
- 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)

Module 5: The Developing State and Its Resources – or there lack of

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

Topic 10: Physical (... and Foreign) Capital (Oct 17 – Oct 24)

October 23 - Withdrawal Deadline

- Topic 10 Perusall Assignments due on Tuesday, Oct 17th at 9:00 am

- 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>

Module 4 Assignments – Due Oct 26th at 9:00 am

- Module 4 HW
- Module 4 Quiz

Topic 11: Natural Resources (Oct 24 – Oct 31)

- Topic 11 Perusall Assignments due on Tuesday, Oct 24th at 9:00 am
- 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>

Topic 12: Human Capital (Oct 31 – Nov 7)

- Topic 12 Perusall Assignments due on Tuesday, Oct 31st at 9:00 am
- 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

Module 6: One Step Forward, Two Steps Back

Is the rise of the Rest just hype? Are developing countries destined to be middle-income countries at best? Is the current development model sustainable?

Topic 13: The Rise of the Rest? (Nov 7 – Nov 14)

- Topic 13 Perusall Assignments due on Tuesday, Nov 7th at 9:00 am
- 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

Module 5 Assignments – Due on Nov 16th at 9:00 am

- Module 5 HW
- Module 5 Quiz

Topic 14: Going Forward (Nov 14 – Nov 28)

- Topic 14 Perusal Assignments due on Tuesday Nov 14th at 9:00 am
- Course Reader
 - Barbier – Poverty, development, and the environment
 - Tery – No climate justice without gender justice
 - Stiglitz - Globalization and Its Discontents (eLC)

November 22 – Nov 24 THANKSGIVING BREAK

Topic 15: In-class Op-ed Workshop (Nov 28 – Dec 5)

Module 6 Assignments – Due on Dec 5th at 9:00 am

- Module 6 HW
- Module 6 Quiz

Op-ed Final Paper – Due on Dec 7th at 11:59 pm both on Tremr and the Dropbox on the eLC course page.