

(54278) INTL 4321H
Political Economy of Development
Spring 2025
MWF 1:50 pm – 2:40 pm Candler Hall 115

Instructor: Dr. Gulcan Saglam
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Office Hours: Wednesday, 12:30 -1:30 pm by appointment
Meeting link: <https://calendly.com/gulcansaglam/fall-2024-office-hours>

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:

- Compare and contrast diverse development definitions, evaluating their impact on development policies and effectiveness in meeting the needs of various global regions and communities.
- Systematically assess the economic, political, and social factors that contribute to regional disparities and influence development strategies, within the context of international power dynamics and economic policies.
- Articulate well-supported arguments about the complex interaction between political institutions and economic policies, using case studies from the course to critically analyze both short-term and long-term development outcomes.
- Evaluate how local and international resources such as natural resources, human capital, foreign aid, and foreign direct investment contribute to either bridging or widening development disparities, analyzing their effectiveness across different political contexts.
- Critically analyze the sustainability of current economic growth models and explore alternative approaches like green growth and de-growth to assess their viability and contributions towards achieving climate justice.

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. To give you flexibility and autonomy in the learning process, we will be using a **discussion-based course format**. *You will engage with required readings and videos before coming to class and we will dedicate class time to application of 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 active learning of the material 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 an active learning setting compared to traditional methods.*

- **Mondays will be structured content days.** These sessions are designed for you to actively engage with the key concepts from the module, with the guidance and support of the instructor. You will have the opportunity to work individually or in small groups, exchange reflections, and dive into discussions based on the guiding questions provided. This is your chance to deepen your understanding through collaborative learning and focused exploration of the material.

- **Wednesdays and Fridays will be dedicated to the application of course material.** These days will focus on hands-on, active learning where we'll apply the concepts from the module to historical and current case studies. We'll begin with brief mini-lectures that may cover important concepts from the module, address any misconceptions, or introduce relevant topics not included in the module. Following this, we'll engage in in-depth discussions around the module's discussion question and participate in practical exercises that allow you to explore and apply the material in real-world contexts.

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 (lectures and readings)
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 discussion
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:

<i>Target Learning Areas</i>	<i>Weight</i>	<i>Assignment Types</i>	<i>Due Dates</i>
<i>Responsible for own learning:</i> Fully independent	15%	Perusall Annotations (Reading reflections)	Due by Tuesday at 9:00 am (EST) on the week they are assigned

<p>Process skills: Work completed by students while being exposed to content, potentially with instructor support</p>	<p>15%</p> <p>Not graded but visible through class participation</p>	<p>Class presence and participation (Classwork, eLC assignments, polls, written papers, group discussions, individual reflection papers, and both announced and unannounced quizzes, etc.)</p> <p>Going over the module content (lectures and readings) before coming to class</p>	<p>By the end of the class period unless otherwise announced</p>
<p>Conceptual Understanding: Any type of assignment completed after extensive exposure to content and/or skills to evaluate student's learning and progress.</p>	<p>25%</p> <p>20%</p>	<p>Module Quizzes</p> <p>Module Discussions</p>	<p>Six module quizzes and module discussions (one for each module) - Due by Thursday at 9:00 am (EST) on the week they are assigned</p>
<p>Application of Knowledge: End of semester cumulative assessment or project completed by students after being exposed to the whole class content</p>	<p>25%</p>	<p>Final Exam</p>	<p>May 2nd 12:00 pm</p>

~ Perusall Assignments (15%) ~

Purpose: Perusall is designed to enhance your learning experience by enabling collaborative annotation of required readings. This tool helps clarify complex concepts quickly, making learning more efficient and engaging. By interacting with your classmates through annotations, you contribute to a dynamic learning environment, helping each other overcome difficulties and deepening your understanding of the material. You have access to your Perusall page via the eLC course page.

Task: You are expected to:

- Annotate the required readings by starting new threads or contributing to existing ones through questions, comments, or insights.
- Engage with classmates by providing rapid responses to their queries, which also reinforces your own understanding.
- Inform the instructor of any widespread confusions, which can then be addressed in class to maximize learning efficiency.

Criteria: Your annotations will be evaluated based on the following:

1. **Quantity:**
 - Your final score will be based on your **three highest-quality annotations** for each assignment (at least three annotations for each reading). This approach encourages consistent, high-quality contributions without penalizing less substantial interactions, like brief responses to straightforward questions.
2. **Quality:**
 - **3 Points:** Demonstrates thorough, thoughtful reading and insightful interpretation.
 - **2 Points:** Indicates reading but lacks depth or meaningful interpretation.
 - **1 Point:** Fails to show thoughtful reading or any interpretation.
 - *Examples of each level of quality will be provided to guide your annotations.*
3. **Timeliness:**
 - Annotations in Perusall are due weekly, every Tuesday at 9:00 AM. It is imperative to submit your annotations by the deadline to ensure they can be effectively integrated into our class discussions and activities. Submissions made after the deadline will not receive credit.
4. **Distribution:**
 - Annotations should cover the entire assigned text to lay a solid foundation for in-class activities. Concentrating annotations in only one section of the text or failing to engage with the entire reading will negatively impact your score.

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

~ Class Presence and Participation (15%) ~

Purpose: The objective of participation in this course is to develop critical thinking skills and enhance the ability to communicate complex concepts and ideas effectively. Participation contributes significantly to your final grade and encompasses more than active contributions to discussions; it includes active listening and engagement with both the material and peers.

Task: Your engagement will be evaluated through diverse activities, which include eLC assignments, polls, written papers, group discussions, individual reflection papers, and both announced and unannounced quizzes. These activities aim to:

- Deepen your understanding of essential ideas, concepts, or processes.

- Facilitate both independent and collaborative exploration of relevant issues.
- Expose you to diverse perspectives to enhance your capacity to form well-informed opinions on economic and political development topics.

Criteria

1. **Responsibilities:** Complete all in-class activities punctually. Ensure all submissions are clearly marked with your name and submitted by the end of each class session.
2. **Discussion Participation:** Engage in discussions in a balanced manner, emphasizing the importance of both speaking and active listening as critical components of class participation. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:
 - Offers a different and unique, but relevant, perspective
 - Contributes to moving the discussion and analysis forward
 - Builds on other comments
 - Transcends the “I feel” syndrome (unless explicitly asked by the instructor). That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.
3. **Attendance and Engagement:** Active participation necessitates attendance, though it is not graded separately. Presence in class is crucial for engaging in discussions and the overall learning experience. If you must miss a class:
 - First, contact your designated classmates ("buddies") for notes and any discussion points you missed.
 - If your classmates fail to answer your question or do not know the answer, email me your questions and CC your buddies. This ensures everyone remains informed and engaged.
 - Refrain from asking if you missed "anything important" as all classes are integral to the course.

~ Module Quizzes (25%) ~

Purpose: The purpose of the module quizzes is to assess your comprehension of the material covered in each module and provide you with an opportunity to reinforce your learning.

Task: At the end of each module, you will complete a short multiple-choice quiz consisting of around 10 questions. These quizzes will be available on eLC and graded automatically. To prepare for the quizzes, it is essential to engage with the required readings, short videos, and longer slide sets provided for each module's topics. The quizzes are open note and open book, allowing you to refer to your materials while answering the questions. 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.

Criteria:

1. **Number of Attempts:** Each module quiz will allow for two attempts, giving you the chance to improve your score. Only the highest score from your attempts will be recorded as your final quiz grade.
2. **Preparation:** Ensure that you have thoroughly reviewed the course materials before attempting the quizzes to maximize your chances of success.
3. **Deadline Adherence:** Quizzes must be completed by the deadlines specified in the schedule. Late submissions will not be accepted, so it is crucial to manage your time effectively and start working on them well in advance.
4. **Learning from Feedback:** Use the feedback from your initial quiz attempt to identify areas for improvement and adjust your study strategies accordingly for your second attempt.

~ Module Discussions (20%) -

Purpose: The discussion board serves as a platform for engaging with course topics, fostering dialogue, and exploring diverse perspectives. Through thoughtful responses and interactions, students deepen their understanding of the material and develop critical thinking skills.

Task: For each module, students are required to contribute a minimum of one thoughtful response, consisting of at least 300 words, to the discussion board question provided by the instructor. Responses must reference course materials and be grounded in assigned readings, lecture videos, and any required audio or video content. Additionally, students must engage with their peers by responding to at least one classmate's post per module discussion.

Criteria:

1. **Content:** Responses should demonstrate a comprehensive understanding of the topic and engage with course materials effectively. Students are expected to provide well-supported arguments and incorporate relevant citations where necessary.
2. **Interaction:** Active participation in discussions is essential. Students should engage with their peers respectfully, offering constructive feedback and promoting further conversation.
3. **Format and Citations:** Responses must be typed directly into the provided dialogue box on the discussion board. Proper citation of sources, excluding lecture videos, is required. Students are encouraged to use any citation format they are familiar with, ensuring accuracy and consistency throughout their submissions.

A rubric outlining specific grading criteria is available on eLC for reference

~ Final Exam (25%) ~

Purpose: The final exam, which constitutes 25% of your final grade, is designed to evaluate your understanding of the key concepts, theories, and topics covered throughout the course. This cumulative exam will test your ability to synthesize material and apply your knowledge to analyze international relations and global politics critically.

Task: The final exam will be an **in-person, cumulative assessment** that includes material from all modules covered during the semester. The exam may consist of a mix of multiple-choice, short-

answer, and essay questions to assess both your recall of important information and your ability to think critically about course topics.

Criteria:

1. **Content Coverage:**

- The exam will include questions that span all modules, readings, lecture videos, and in-class activities.
- Be prepared to engage with key concepts, major case studies, and important theories discussed throughout the semester.

2. **Preparation:**

- Review all module content, including readings, lecture notes, and key discussions.
- Attend the final review session for an opportunity to ask questions and clarify material.

3. **Date & Time:** May 2, 12:00 pm

~ 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 ELC site announcements page to ensure 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/Emaila-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 use other online tools to communicate with you. If you are traveling, make sure that you have sufficient internet access time and unfettered access to the course site hosted on eLC and relevant services.

~ The Use of Technology ~

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

It is important that you have a 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. 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. 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 happen that 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 module quiz, one module discussion, and three**

in-class participation activities without a grade penalty. In other words, I will drop the lowest scores for one module quiz and one module discussion, along with your three lowest participation scores.

You may utilize these tokens for any reason—be it illness, competitions, travel for sports or interviews, personal rest, transportation issues, doctor appointments, or attending conferences. It's important to note that this policy is designed to cover typical unforeseen circumstances, and no additional individual exceptions will be granted beyond these tokens. If you encounter severe or extenuating circumstances that might cause further absences, please reach out to me or Student Care and Outreach promptly to discuss your situation. This proactive communication helps ensure that we manage your course commitments effectively while addressing your personal challenges.

~ *Assignment Deadlines & Late Work Policy* ~

The due dates in this class are intentional and designed to ensure steady and productive progress toward achieving the course's learning objectives. To succeed, it is important to be aware of all deadlines for assignments and work ahead of deadlines to account for unexpected challenges.

- All module assignments will automatically lock at their designated due time. **No late submissions will be accepted.**
- Submissions not received due to unapproved absences, technical issues, or other unforeseen circumstances may fall under the *life token policy*.
- Beyond the life token policy, extensions and make-ups will only be granted in accordance with the **UGA class attendance policy** and require proper documentation, and my discretion based on the situation.

In-Class Participation Activities:

- Due to the interactive nature of in-class participation activities, **there will be no make-ups for missed participation activities.**

Please plan ahead, stay on top of deadlines, and communicate proactively if you encounter any issues.

~ *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.

~ *AI Tools Usage Policy* ~

The use of Generative AI (GAI) tools is generally **not permitted** in this course but may be allowed for **editing and refining your assignments**. The central focus of your work must be your **original ideas** and **critical thinking**.

Key Guidelines:

1. **Original Work:** You may not present GAI-generated output as your own work. Your assignments must reflect your personal analysis, interpretation, and understanding.
2. **Proper Citation:** Any use of GAI output must be **appropriately cited** or disclosed. Direct quotes require quotation marks and in-line citations. Uncited or misrepresented GAI-

generated content will be treated as **academic misconduct** and reported to the Office of Academic Honesty in line with UGA's "A Culture of Honesty".

- For proper citation guidelines, refer to the APA Style article: *How to Cite ChatGPT*.

3. **Best Practices for Using GAI:**

- Do not have both your assignment and the GAI tool open at the same time.
 - Take notes in your own words while interacting with the tool, then use those notes to inform your assignment.
 - Never copy and paste GAI output directly into your work. Treat it as a **learning tool** to deepen your understanding.
4. **Accuracy and Bias:** GAI tools are highly prone to **errors** and **bias**. Assume GAI output is incorrect unless you can verify it through a reliable source. It is your responsibility to critically assess the validity and relevance of any GAI content you engage with.
5. **AI-Integrated Tools:** The advice above applies equally to **AI assistants** integrated into grammar, composition, or other writing tools.

Final Note:

- If you are unsure about the boundaries between collaborating with GAI and copying from it, **err on the side of caution**. When in doubt, ask for clarification. This course values your critical thinking and unique contributions above all else.
- Finally, GAI is highly vulnerable to inaccuracy and bias. **You should assume GAI output is wrong unless you either know the answer or can verify it with another source**. It is your responsibility to assess the validity and applicability of any GAI output used.

~ 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

Welcome Module

Topic 1: Course Introduction (Jan 6 – Jan 13)

Topic 2: How to read an academic article in Political Science (Jan 13 – Jan 20)

- Topic 2 Perusall Assignments are due on Tuesday, Jan 14 at 9:00 am
- Course Reader
 - Amelia Hoover Green – How to read Political Science: A guide in four steps
 - How to Read and Understand a Social Science Journal Article

Welcome Module Assignments – Due Thursday, Jan 23, at 9:00 am

- Getting to Know You
- Syllabus Quiz

Module 1: Concepts and History of International Development

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

Topic 3: What is development? (Jan 20 – Jan 27)

- Topic 3 Perusall Assignments are due on Tuesday, Jan 21 at 9:00 am
- Course Reader
 - Sen, Amartya. Development as Freedom
 - Stuart Halls. The West and the Rest
 - Arturo Escobar. Encountering Development: The Making and Unmaking of the Third World. Princeton, NJ: Princeton University Press, 1994. p. 3-17

Topic 4: The History of the Great Transformation for the Early Developers (Jan 27 – Feb 3)

- Topic 4 Perusall Assignments are due on Tuesday, Jan 28, at 9:00 am
- Course Reader
 - Gregory Clark. A Farewell to Alms. Introduction (p. 1-14)
 - Robert Allen. *The British industrial revolution in global perspective*. Cambridge University Press, 2009.
 - Karl Polanyi. The Great Transformation: The Political and Economic Origins of Our Time. Boston, MA: Beacon Press, 1944, Ch. 3-8. p. 33-103.

Topic 5: The History of International Development for the Global South (Feb 3 – Feb 10)

- Topic 5 Perusall Assignments due on Tuesday, Feb 4, at 9:00 am
- Course Reader
 - Jared Diamond. Guns, Germs, and Steel. Ch: Epilogue (p. 405-425)
 - Nathan Nunn. The Long-term Effects of Africa’s Slave Trades. *The Quarterly Journal of Economics*, 123(1):139–176, 2008
 - Acemoglu, Johnson & Robinson. The Colonial Origins of Comparative Development (eLC)

Module 1 Assignments – Due Thursday, Feb 6 at 9:00 am

- Module 1 Discussion
- Module 1 Quiz

Module 2: Contested Paradigms of Development

Scholars, politicians and policymakers have advocated for a series of very different development paradigms over time. Many would say that we still have not gotten it “right.” What drives these changes in development trends? What do various paradigms leave in or leave out of their equations?

Topic 6: Paradigms of Modernization vs. Dependency (Feb 10 – Feb 17)

- Topic 6 Perusal Assignments are due on Tuesday, Feb 11, at 9:00 am
- Course Reader
 - Rostow, W.W. 1971. "The Five Stages of Growth – a Summary." In the Stages of Economic Growth : A Non-Communist Manifesto. Cambridge University Press, p. 4-16.
 - 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 7: Debates Over the Lessons Learned from East Asian Success: The Role of the Developmental State (Feb 17 – Feb 24)

- Topic 7 Perusal Assignments due on Tuesday, Feb 18, 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:

- The miracle on the Han River: <https://www.youtube.com/watch?v=ozZIOQ1Qerc>
- The paradox on the Han River: <https://asiafoundation.org/2022/08/31/south-korea-the-paradox-on-the-han-river/>

Topic 8: The Neo-liberal Paradigm and its Critiques (Feb 24 – March 10)

- Topic 8 Perusal Assignments due on Tuesday, Feb 25, at 9:00 am
- Course Reader
 - BCN – Washington Consensus Reforms and Economic Performance in Sub-Saharan Africa
 - Dani Rodrik- The Fatal Flaw of Neoliberalism: It's bad economics
 - Van Waeyenberge – Post Washington Consensus

Case Study:

- What's the flip side to Chile's economic success?: <https://www.youtube.com/watch?v=WQs-J3houJA>
- Why Chile Rejected the World's Most Progressive Constitution: https://www.youtube.com/watch?v=l74_s2cMMTY

Module 2 Assignments – Due Feb 27th at 9:00 am

- Module 3 HW
- Module 3 Quiz

Module 3: Bringing the State Back In

We now enter the realm of political economy of development. We will focus on the idea that markets cannot emerge without institutions that support them, and without institutions to help problems inherent in markets, societies can get stuck in bad equilibria. But what specific sorts of political institutions are most associated with economic development? How do we build these institutions?

March 3 – March 7 SPRING BREAK

Topic 9: Regime Type and Development (March 10 – March 17)

- Topic 9 Perusall Assignments are due on Tuesday, March 11, at 9:00 am
- Course Reader
 - Ghardallou. 2020. Democracy and Economic Growth A Lit Review
 - Rodrik- Institutions for High-Quality Growth: What They Are and How to Acquire Them (eLC)
 - Peter Lewis – Growth without Prosperity in Africa

Topic 10: Political Institutions (March 17 – March 24)

- Topic 9 Perusall Assignments due on Tuesday, March 18, at 9:00 am
- Course Reader
 - Development as a Collective Action Problem
 - Rock & Bonnett – The Comparative Politics of Corruption (eLC)
 - Ding – Performative Governance (eLC)

Module 3 Assignments – Due March 20th at 9:00 am

- Module 4 HW
- Module 4 Quiz

Module 4: 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 11: “Helping” (March 24 – March 31)

- Topic 11 Perusall Assignments due on Tuesday, March 25, 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>

Topic 12: Natural Resources: Curse or Blessing? (March 31 – April 7)

April 3rd - Withdrawal Deadline

- Topic 12 Perusall Assignments due on Tuesday, April 1, 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 13: Human and Social Capital (April 7 – April 14)

- Topic 13 Perusall Assignments due on Tuesday, April 8, 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 4 Assignments – Due on April 10th at 9:00 am

- Module 4 HW
- Module 4 Quiz

Module 5: Contemporary Issues and Challenges of the Political Economy of Development

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 14: The Rise of the Rest? (April 14 – April 21)

- Topic 14 Perusall Assignments due on Tuesday, April 15, 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

Topic 15: Going Forward (April 21 – April 28)

- Topic 15 Perusal Assignments due on Tuesday April 22, 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)

Module 5 Assignments – Due on April 27th at 11:59 pm

- Module 5 HW
- Module 5 Quiz

Final Exam: May 2nd at 12:00 pm