

(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 and by appointment

<https://calendly.com/gulcansaglam/saglam-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

I recognize that each of you learns differently, and that matters to me. To provide flexibility and autonomy in the learning process, this course uses a **discussion-based format**. You'll engage with required readings and videos **before class**, and class time will focus on **applying the material** through discussions, case studies, and hands-on activities. This format allows us to prioritize **active learning** rather than traditional lectures, helping you explore concepts at your own pace in a supportive environment. Both research and my own teaching experience show that students learn significantly more in active learning settings.

- **Mondays** will be **structured content days** focused on engaging with core concepts from the module. With instructor guidance, you'll work individually or in small groups, reflect on key ideas, and participate in discussions using provided guiding questions to deepen your understanding.
- **Wednesdays and Fridays** are dedicated to **application**. We'll apply the module's concepts to historical and current case studies through mini-lectures, clarification of misconceptions, and exploration of additional relevant topics. These sessions will include in-depth discussions and practical exercises that connect course material to 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

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:

| Target Learning Areas | Weight | Assignment Types | Due Dates |
|--|---------------|--|---|
| Responsible for own learning: Fully independent | 15% | Perusall Annotations (Reading reflections) | Due by Tuesday (EST) on the assigned |
| Process skills: Work completed by students while being exposed to content, potentially with instructor support | 15% | Participation In class: Active engagement in group discussions, reflections, simulations, debates, polls, and other in-class learning tasks. These assignments help you build necessary skills to | By the end they are assigned otherwise i professor. |

| | | | |
|--|-----------------------|---|--|
| | | <p>succeed in the final exam and require genuine effort and presence.</p> <p>Global Pulse: A recurring current events assignment where you post and respond to global news stories that connect to weekly course themes. This promotes media literacy, concept application, and peer discussion.</p> | Each student posts and 2 the semester group rotation |
| <p>Conceptual Understanding:</p> <p>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> <ul style="list-style-type: none"> • Welcome Module Quiz • Module 1 Quiz • Module 2 Quiz • Module 3 Quiz • Module 4 Quiz • Module 5 Quiz <p>Module Discussions</p> <ul style="list-style-type: none"> • Welcome Module Discussion • Module 1 Discussion • Module 2 Discussion • Module 3 Discussion • Module 4 Discussion • Module 5 Discussion | <ul style="list-style-type: none"> • Aug • Sept • Oct • Oct • Nov • Dec <ul style="list-style-type: none"> • Aug • Sept • Oct • Oct • Nov • Dec |

| | | | |
|--|-----|------------|------------|
| <i>Application of Knowledge:</i> End of semester cumulative assessment or project completed by students after being exposed to the whole class content | 25% | Final Exam | December 8 |
|--|-----|------------|------------|

~ Perusall Assignments (15%) ~

Perusall is a collaborative annotation tool designed to enhance your learning by allowing you to engage directly with course readings and your classmates. It helps clarify complex ideas, promotes active learning, and fosters a supportive environment for deeper understanding. You can access Perusall through the course eLC page.

- You are expected to annotate the assigned readings by starting or joining threads with questions, comments, or insights; respond promptly to classmates' questions to support peer learning; and notify the instructor of any widespread confusion that may need to be addressed in class.
- Your grade is based on your **3 highest-quality annotations per assignment** (minimum of three annotations per reading). This encourages thoughtful contributions without penalizing brief responses to simple questions. Annotations are scored as follows:
 - 3 points: Thoughtful reading and insightful interpretation
 - 2 points: Indicates reading but lacks depth
 - 1 point: Minimal effort or engagement
 Examples are provided on eLC to guide your work.
- Annotations are due every **Tuesday at 9:00 AM**. Late submissions will not receive credit, as timely engagement is key to integrating your input into class activities.
- Annotations should be distributed across the entire assigned text. Focusing only on one section or skipping large portions will negatively affect your score.

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

~ Class Presence and Participation (15%) ~

Participation is a core component of this course and supports your development as a critical thinker, communicator, and globally aware student. It is divided into two equally weighted components: In-Class Participation and Global Pulse.

1. In-Class Participation (7.5%)

In-class participation is designed to help you **build core conceptual and analytical skills** through interactive, collaborative learning. Activities include group discussions, simulations, quick writes, polls, and other structured exercises that reinforce course content.

- Be present and prepared to engage with both material and peers.
- Complete all in-class tasks on time with your name clearly indicated. These papers are due at the end of each class period.
- Contribute meaningfully by offering relevant insights, building on others' ideas, and referencing course concepts.
- Listen actively and respectfully.
- All sessions are essential—each class is designed to build your skills and deepen your understanding of global politics.

2. Global Pulse (7.5%)

Global Pulse is a recurring, rotating online assignment that allows you to **apply the skills and concepts** practiced in class to real-world global issues. Over the semester, each student will complete approximately 2 original posts and 2 peer responses, according to a group rotation schedule.

Weekly Deadlines:

- **Original Post:** Due Saturday by 11:59 PM
- **Peer Response:** Due Sunday by 11:59 PM

Original Posts (250–400 words, excluding citations/links) must:

- Summarize a current global event (from the last 30 days) using a reputable news source.
- Clearly connect the issue to course themes or concepts.
- Reflect on the significance of the issue—why it matters, what surprised or concerned you.
- End with two open-ended discussion questions (not yes/no).

- Include a link to your source (e.g., BBC, Reuters, AP, Al Jazeera, The Guardian).

Peer Responses (250–400 words, excluding citations/links) must:

- Either: Compare one issue's framing and editorial choices in another reputable source
- OR: Thoughtfully answer one of the discussion questions using course materials and critical thinking.

Submissions must follow the assigned group schedule. A detailed grading rubric for both posts and responses is available on eLC under the Global Pulse folder.

~ Module Quizzes (25%) ~

Module quizzes assess your comprehension of course material and reinforce your learning. At the end of each module, you will complete a 10-question multiple-choice quiz on eLC. Quizzes are open-note and open-book, but questions are randomly drawn from a large question pool, meaning each attempt will likely feature different questions. Use the quizzes as practice — not just for points, but to build your analytical skills and prepare for the cumulative assessment.

1.
 - You are allowed **two attempts** per quiz. Your **highest score** will be recorded as your final grade.
 - Review all required readings, videos, and slide sets before attempting the quiz to maximize your success. Use feedback from your first attempt to identify areas for improvement and refine your study strategy for the second attempt, if necessary.
 - Complete quizzes by the deadlines specified in the course schedule. Late submissions will **NOT** be accepted, so plan ahead.
 - **Questions on the final exam will be drawn from and build on these quizzes.** Students who neglect to take the quizzes seriously often struggle significantly on the final.

~ Module Discussions (20%) -

The discussion board is designed to foster engagement with course topics, encourage dialogue, and explore diverse perspectives. By contributing thoughtful responses and interacting with peers, students deepen their understanding and strengthen their critical thinking skills. For each module:

1. Submit one **thoughtful response** (minimum **400 words**) to the discussion board question provided by the instructor.
 - Responses must reference course materials, including readings, lecture videos, or other required content.
2. Respond to **at least one classmate's post** to promote meaningful interaction and discussion (minimum **150 words**).
 - Responses must be typed directly into the discussion board dialogue box (attachments are not accepted).
 - Cite sources accurately and consistently (lecture videos excluded). Use any citation style you are familiar with.

A detailed grading rubric is available on eLC for reference.

~ Final Exam (25%) ~

The final exam, which constitutes 20% of your final grade, is designed to evaluate your understanding of the key concepts, theories, and topics covered throughout the course. This in-person, cumulative exam will test your ability to synthesize material and apply your knowledge to analyze global issues critically. 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. 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

Date & Time: December 8th, 12 pm – 3 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.

~ *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 assignment and work ahead of deadlines to account for unexpected challenges.

- All 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.

Participation Activities:

- Due to the interactive nature of these assignments, there will be no make-ups for missed participation activities (except for absences due to university sponsored events.)

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

~ *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, one Perusall annotation and three in-class participation activities without a grade penalty**. In other words, I will drop the lowest scores for one module quiz, one module

discussion, one annotation along with your three lowest in-class participation scores. **Please note that** the life token policy **does not apply** to **simulation quizzes** or **Global Pulse** posts and responses. Please plan accordingly.

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 and the 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.

~ 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 ~

I encourage you to use AI tools to explore the field and help you study. However, you must take full responsibility for any AI-generated materials you incorporate in your course assignments. Information must be verified, ideas must still be attributed, and facts must be true. You **may not** use AI to complete your discussion posts.

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.

~ 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

Week 1: Course Introduction (Aug 13 – Aug 18)

Week 2: How to read an academic article in Political Science (Aug 18 – Aug 25)

- Week 2 Perusal Assignments are due on Tuesday, Aug 19, 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, Aug 28th, at 9:00 am

- Welcome Module Discussion
- Welcome Module 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?*

Week 3: What is development? (Aug 25 – Sept 1)

- Week 3 Perusal Assignments are due on Tuesday, Aug 26, 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

Week 4: The History of the Great Transformation for the Early Developers (Sept 1 – Sept 8)

- Week 4 Perusall Assignments are due on Tuesday, Sept 2, 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.

Week 5: The History of International Development for the Global South (Sept 8 – Sept 15)

- Week 5 Perusall Assignments due on Tuesday, Sept 9, 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, Sept 18th 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?

Week 6: Paradigms of Modernization vs. Dependency (Sept 15 – Sept 22)

- Week 6 Perusall Assignments are due on Tuesday, Sept 16, 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)

Week 7: Debates Over the Lessons Learned from East Asian Success: The Role of the Developmental State (Sept 22 – Sept 29)

- Week 7 Perusal Assignments due on Tuesday, Sept 23, 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/>

Week 8: The Neo-liberal Paradigm and its Critiques (Sept 29 – Oct 6)

- Week 8 Perusal Assignments due on Tuesday, Sept 30, 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=I74_s2cMMTY

Module 2 Assignments – Due Oct 9th at 9:00 am

- Module 2 Discussion
- Module 2 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?

Week 9: Regime Type and Development (Oct 6 – Oct 13)

- Week 9 Perusall Assignments are due on Tuesday, Oct 7, 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

Week 10: Political Institutions (Oct 13 – Oct 20)

- Week 10 Perusall Assignments due on Tuesday, Oct 14, 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 Oct 23rd at 9:00 am

- Module 3 Discussion

- Module 3 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?

Week 11: “Helping” (Oct 20 – Oct 27)

- Week 11 Perusall Assignments due on Tuesday, Oct 21, 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>

Week 12: Natural Resources: Curse or Blessing? (Oct 27 – Nov 3)

Oct 31 – Fall Break

- Week 12 Perusall Assignments due on Tuesday, Oct 28, 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>

Week 13: Human and Social Capital (Nov 3 – Nov 10)

Nov 12 – Withdrawal Deadline

- Week 13 Perusall Assignments due on Tuesday, Nov 4, 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 Nov 13th at 9:00 am

- Module 4 Discussion
- 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?

Week 14: The Rise of the Rest? (Nov 10 – Nov 17)

- Week 14 Perusall Assignments due on Tuesday, Nov 11, 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

Week 15: Going Forward (Nov 17 – Nov 24)

- Week 15 Perusall Assignments due on Tuesday Nov 18, 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 Dec 1st, 9 am

- Module 5 Discussion
- Module 5 Quiz

Final Exam: December 8th, 12 – 3 pm