

(54278) INTL 4321H
Political Economy of Development
Fall 2026
MW 2:55 pm – 4:15 pm / Candler Hall 115

Instructor: Dr. Gulcan Saglam
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Office Hours: Wednesday, 11:45 -12:45 pm and by appointment
<https://calendly.com/gulcansaglam/saglam-office-hours>

COURSE DESCRIPTION AND OBJECTIVES

Perhaps the most defining feature of the international system is the profound inequality in income and wealth, both across and within countries. Understanding this gap, and the complex dynamics of economic growth that shape it, is among the central challenges of social science. But this is more than an intellectual exercise. It is a pursuit with real consequences for the lives of millions and billions of people.

In this course, we explore the interplay between international politics and economic development through three complementary lenses. Theoretically, we survey the major frameworks used to understand development. Empirically, we examine what social science evidence tells us about the drivers of economic growth and its effects on political, social, and cultural institutions. Normatively, we grapple with questions of what the international community ought to do: what is the just, fair, or morally right response to poverty and inequality?

Building on this foundation, we investigate specific issue areas: How should we define economic development? When and why did the gap between "the West and the rest" emerge? Should markets or states lead development efforts? What political institutions are most conducive to growth? How are natural resources both a blessing and a curse? When does foreign aid or investment help, and when does it hinder? What roles do migration, remittances, gender equality, and racial equity play in the development process?

This will be a demanding and, I hope, rewarding course. It will require you to move between different modes of thinking, from data-driven analysis to fundamental questions of justice and fairness. We will regularly engage with contentious issues, and I expect all students to treat one another and their ideas with respect, even in disagreement. Challenge ideas and arguments, not people. Interruptions, slurs, and mockery will not be tolerated. All responses should be grounded in evidence and delivered with care.

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.

ACTIVE LEARNING

Student learning is at the center of this course. Rather than simply learning about International Relations, you will practice applying what you learn through analysis, discussion, collaboration, problem-solving, data interpretation, policy reasoning, and public communication. These activities are designed to help you apply course concepts, develop transferable skills, and reflect on your learning.

My goal is for this course to be informative and engaging, to provide a strong foundation for further study in International Affairs, and to give you tools that are useful beyond the classroom. Active learning requires your participation. I ask that you come prepared, contribute thoughtfully, and take responsibility for your learning.

You are expected to complete the assigned readings and course preparation before class. Readings, Perusall preparation, mini-lectures, discussions, and in-class activities complement rather than duplicate one another, with each contributing to your understanding of the course material. Exams may draw on all of these components, and the specific mix of activities will vary by topic.

ASSESSMENT

Your course grade is calculated from the following components:

Assessment	Percent of Final Grade	Due Date
Perusall Reading Annotations (lowest two dropped)	10%	Sundays, 11:59 p.m., as scheduled
Participation (lowest three dropped)	15%	In class throughout the semester
Module Assignments	Module Quizzes (lowest score dropped) 10% Module Discussions 20%	Module 1 Assignments – Sept 24, 9:00 am Module 2 Assignments – Oct 15, 9:00 am Module 3 Assignments – Oct 29, 9:00 am Module 4 Assignments– Nov 19, 9:00 am Module 5 Assignments – Dec 1st, 11:59 pm
Midterm Exam	20%	Mon, Oct 19 – in class
Final Exam	25%	Mon., Dec. 7 - 3:30 pm in class
Total	100%	

To make course deadlines predictable, most out-of-class work follows a consistent weekly rhythm:

- Sundays at 11:59 p.m.: Perusall preparation for the upcoming material is due Sunday at 11:59 p.m., helping you transition from reviewing prior material to preparing for the week ahead.
- Thursdays at 9:00 am.: Module Assignments are generally due after our Monday and Wednesday class meetings. These assignments ask you to apply course concepts and skills through policy evaluation, media analysis, data interpretation, or public communication. One exception: Module 5 Assignments are due Tuesday, December 1, at 11:59 pm.
- Not every week includes a Module Quiz or Module Discussion. Always consult the Course Schedule and eLC for the specific work due each week.

Reading Annotations (10%)

To prepare you to participate meaningfully in class, assigned readings will include collaborative annotations through Perusall. Perusall allows you to interact directly with the readings by asking questions, identifying important ideas, making connections, and responding to your classmates. These annotations are designed to help you work through complex material, deepen your understanding, and arrive in class prepared to apply what you have learned. You can access Perusall through the course eLC page.

- 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
- Annotations should be distributed across the entire assigned text. Focusing only on one section or skipping large portions will negatively affect your score.

- Annotations are due every **Sunday at 11:59 pm**. Late submissions will not receive credit, as timely engagement is key to integrating your input into class activities. An exception may be made when approved documentation, as described below under “Deadlines, Late Work, and Submission Requirements,” shows that you were unable to participate for the entire period the assignment was available, not only on the final day. In the absence of such documentation, please plan to complete your annotations by the posted deadline.
- Because unexpected issues can arise, I strongly encourage you to begin the readings and annotations well before they are due. Reading annotations should be completed on your own time before class. Annotations submitted during class, as recorded by Perusall, will receive a zero because class time is reserved for scheduled course activities.

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

Participation (15%)

Participation is a core component of this course, supporting your development as a critical thinker, communicator, and globally aware student. 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 help teach and reinforce course content.

- You are expected to come to class having completed the assigned readings and prepared to discuss and ask questions about the readings and lectures. 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.

Module Quizzes (10%)

Module Quizzes assess your understanding of course material and reinforce learning through low-stakes retrieval practice. Each quiz consists of 10 multiple-choice questions on eLC covering the material identified in the Course Schedule. Quizzes are **open-note and open-book**, but questions are randomly drawn from a larger question pool, so each attempt may include different questions. Use the quizzes to check your comprehension, identify and correct knowledge gaps, and prepare for higher-stakes assessments.

- You are allowed **two attempts** per quiz. Your **highest score** will be recorded.
- Review all required readings, videos, and other course materials before attempting the quiz.
- Use your first attempt and the available feedback to identify areas that need further review before completing a second attempt, if necessary.
- Complete quizzes by the **Thursday 9:00 a.m.** deadlines specified in the Course Schedule. Late submissions are not accepted.
- Questions on the midterm and final exam will draw from and build on the concepts assessed in the quizzes.

Module Discussions (20%)

Each Module Discussion is built around a specific applied skill, ranging from data literacy and policy evaluation to policy brief writing and comparative analysis, and asks you to engage directly with real countries, current evidence, and course readings rather than general impressions. Each discussion opens with a "Skill developed" note identifying what the assignment is designed to build.

For each module:

- Complete the assignment as described. Most discussions ask for a written post; one (Module 2) asks for a short recorded video in place of a written post, and one (Module 4) uses a policy brief format rather than a standard post. Instructions for each format are included in the assignment.
- Submit your response (minimum 400 words, or the equivalent for video/brief formats) addressing the discussion prompt. Responses must be grounded in specific, sourced evidence and must reference at least one relevant reading, video, or other required course material.
- Respond to at least one classmate's post to promote meaningful engagement (minimum 150 words). A response that simply agrees or expresses enthusiasm does not meet this requirement; substantive responses challenge, complicate, connect, or extend a classmate's argument.
- Written responses must be typed directly into the discussion board dialogue box (attachments are not accepted, except where a module's instructions specifically call for a video or other file). Cite your sources accurately and consistently; any citation style you are familiar with is acceptable.
- Complete discussions by the **Thursday 9:00 a.m.** deadlines specified in the Course Schedule. Late submissions are not accepted.

A detailed grading rubric for each discussion is available on eLC.

Midterm Exam (20%)

The midterm is an **in-person, closed-note exam** that assesses your understanding of the key concepts, actors, and processes introduced in the first part of the course. You will be expected to identify and explain major concepts, compare how different actors approach global issues, and apply course concepts to international political questions or cases. The exam may include a combination of multiple-choice, short-answer, and essay questions.

Location, Date & Time: In class, Monday, October 19

Final Exam (25%)

The final exam is an **in-person, closed-note, cumulative assessment** that asks you to bring together the key concepts and frameworks from the first part of the course with the substantive issues and applications examined throughout the second half of the semester. You will be expected to use concepts from the course to analyze international political problems, compare alternative explanations, interpret cases and evidence, and make reasoned judgments about global issues.

The exam may include a combination of multiple-choice, short-answer, and essay questions. Questions may draw on assigned readings, course materials, and in-class activities across the semester, with particular emphasis on applying course concepts and cases to the major issue areas studied in the second half of the course.

Date & Time: Mon., Dec. 7 - 3:30 pm in class

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, please let me know so that I can help you as much as possible. I cannot 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

LIFE TOKEN

Sometimes things happen that get in the way of your best intentions to complete an assignment on time. To account for unexpected situations in a caring and flexible way, I will drop the lowest Module Quiz score, the two lowest Perusall annotation scores, and the three lowest in-class participation scores at the end of the semester. No questions asked, no documentation needed.

You may use these tokens for any reason, including illness, competitions, travel for sports or interviews, personal rest, transportation issues, doctor's appointments, or attending conferences. It is important to note that this policy is designed to cover typical unforeseen circumstances. If you encounter severe or extenuating circumstances that might lead to further absences or interfere with your ability to complete coursework, please reach out to Student Care and Outreach **and** to me promptly to discuss your situation. This proactive communication helps ensure that we manage your course commitments effectively while addressing your personal challenges.

Please note that the Life Token Policy does not apply to the five module discussions, the midterm exam, or the final exam.

COURSE POLICIES

Communication Policy

Please register for Announcement Notifications. I will use the Announcements section of our eLC course page to share important course updates, reminders, and any changes to the syllabus or schedule. You are responsible for keeping up with these announcements.

To enable notifications, click your name in the upper-right corner of eLC → Notifications → select your preferred notification method for Announcements. I recommend email notifications because text messages may not display the full content of an announcement.

Not seeing an announcement does not excuse missed course requirements, deadlines, or instructions.

Email

You are welcome to email me with questions or concerns about the course. Email is the best way to contact me outside of class and student hours. Your UGA email is a formal communication channel, and

the way you use it can signal your professionalism, preparation, and readiness to engage in the course. Please follow these guidelines:

1. Use professional email etiquette. Begin with an appropriate greeting, such as “Professor Saglam” or “Dr. Saglam,” and include a professional closing with your name.
2. Include your full name, course section, class time, or CRN so I can quickly place your question in context.
3. Before emailing, review the syllabus, Welcome Module, relevant eLC materials, and recent announcements to see whether your question has already been addressed.
4. If an eLC issue affects your ability to complete a quiz, assignment, or other time-sensitive course requirement, email me as soon as possible so we can address it.
5. I prefer course-related communication through your @uga.edu email rather than eLC messaging.

During the work week, I generally respond to emails within 24 hours. If you have not received a response within 48 hours, please feel free to follow up. I am never offended by a polite follow-up email. I do not regularly monitor email on weekends, so messages sent late in the week or over the weekend may not receive a response until the next work week.

Technology in the Classroom

Please bring a laptop or tablet to class, as we will use these devices for selected in-class activities. However, **laptops and tablets may be used only when I specifically ask you to use them for a course activity**. At all other times, they should remain closed and off the table.

Cell phones may not be used during class. **Phones must be silenced and put away before class begins and remain out of sight for the duration of the class period**. If an urgent situation requires you to use your phone, please step outside the classroom. 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.

This policy is intended to create a learning environment in which **technology is used purposefully rather than as a source of distraction**. Research has found that multitasking on electronic devices can interfere with learning and academic performance and that laptop multitasking may also negatively affect nearby students (Sana, Weston, & Cepeda, 2013; Kuznekoff & Titsworth, 2013; Glass & Kang, 2019). Other studies, such as a 2014 Princeton study, have demonstrated that laptop notetaking is less effective than longhand notetaking for learning.

Students with approved accommodations that require the use of technology should follow the accommodations established through the appropriate university office.

Deadlines, Late Work, and Submission Requirements

Course deadlines are intentional and are designed to support steady and productive progress toward the course learning objectives. You are responsible for keeping track of all deadlines and planning ahead to allow for unexpected challenges.

- Assignments close automatically at the posted deadline, and late submissions are not accepted.
- The Life Token Policy provides limited flexibility when an unexpected circumstance interferes with your ability to complete coursework on time.

- Beyond the Life Token Policy, extensions or make-up opportunities may be granted for documented emergencies, serious personal circumstances, or other significant situations that reasonably prevent you from completing coursework by the deadline. Documentation does not automatically guarantee an extension or make-up; accommodations are determined at my discretion based on the circumstances and the nature of the missed work.
- Please communicate with me as soon as reasonably possible when a significant situation affects your ability to complete coursework. When circumstances are known in advance, contact me before the deadline whenever possible.
- You are responsible for being aware of scheduled eLC maintenance and for submitting your work by the posted deadline. Because technical problems can occur, I strongly recommend submitting assignments well in advance.
- In the event of a rare technical issue at the time of submission, email me within **15 minutes** of the deadline. For written assignments, attach the completed assignment to your email so that I can verify that the work was finished on time.
- Many of our in-class activities depend on real-time discussion, collaboration, and interaction with your classmates. Because these learning experiences cannot be meaningfully recreated after the fact, **missed participation activities cannot be made up**. The Life Token Policy is designed, in part, to provide flexibility when an unexpected absence causes you to miss one of these activities. Absences related to university-sponsored activities will be handled in accordance with UGA policy.

Submission Responsibility

I can grade only work that has been properly submitted through the designated assignment link on the eLC or Perusall course pages. It is your responsibility to confirm that your submission was successfully uploaded before the deadline.

A file saved on your computer or Google Drive, a screenshot of completed work, a draft, a document timestamp, or evidence that you completed an assignment but forgot to submit it does not constitute a submission and cannot be graded. After uploading your work, verify that the correct file appears in eLC and that your submission was successfully recorded.

Formatting

Unless an assignment provides different instructions, written work should use a readable 12-point font, double spacing, 1-inch margins, and page numbers. Assignment-specific directions take precedence when the required product is not a traditional paper.

Grade Questions and Appeals

Faculty are human, and mistakes can happen. If you believe there is a mathematical or clerical error in your grade, please let me know, and I will be happy to review and correct it if necessary.

If you wish to challenge a grade based on the substance or evaluation of your work, please wait at least 24 hours after the assignment or exam has been returned before requesting a meeting. Requests must be made within one week of the date the grade was returned.

To make the meeting productive, please come prepared with:

1. A typed explanation identifying the specific part of the grading or feedback you would like reconsidered.
2. A typed explanation, using the assignment instructions, rubric, and relevant course material, of why you believe your work merits a different evaluation.
3. Your relevant class notes, reading notes, and course materials.

Grades reflect the quality of the work demonstrated in relation to the assignment requirements and grading criteria. Effort is important to the learning process, but working hard, spending significant time on an assignment, or needing a particular grade are not, by themselves, grounds for a grade change.

I will then re-evaluate the work as a whole rather than only the portion you have questioned. Because the entire assignment or exam will be reconsidered, the resulting grade may be higher, lower, or unchanged. You may request one substantive re-evaluation for each graded assignment or exam, and the grade assigned after that review will be final.

Accommodation for Students with Disabilities

UGA is committed to equal access. Students who need accommodations should register with Accessibility and Testing and provide the appropriate accommodation information. Accessibility and Testing is located in Clark Howell Hall and can be reached at 706-542-8719 or accessibility.uga.edu. Please contact me early in the semester so we can implement approved accommodations promptly.

Netiquette and Policy on Disruptive Behavior

I want all of us to learn from one another this semester, and that starts with a classroom where everyone feels comfortable contributing. I expect students to treat each other with respect, listen to conflicting opinions, and challenge arguments rather than people. Interruptions, slurs, or mocking another student's views have no place in this classroom and will not be tolerated. Please also see the university's policy on disruptive behavior; in cases of disruptive or disrespectful behavior toward me or other students, I reserve the right to ask a student to leave class.

Academic Integrity

UGA students are expected to follow the Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's academic integrity policy and procedures, is available at integrity.uga.edu.

Plagiarism includes using another person's words, ideas, data, images, or work as your own without appropriate attribution. This includes direct quotation without quotation marks, paraphrasing without attribution, presenting another person's idea as your own, using data or images without credit, submitting work created by someone else, or reusing your own previously submitted work when that reuse has not been authorized.

Suspected violations will be handled through UGA's academic integrity process.

AI Tools Policy

General rule: If you use generative AI for submitted coursework, you must complete the AI Use Disclosure Form on eLC along with it.

I am open to limited use of AI in this course when it supports, rather than replaces, your own learning. The boundaries are built around the following principles:

- 1. Originality of your ideas:** The ideas, analysis, interpretation, and judgment you submit must be your own. AI may be useful for editing when an assignment permits it, but it should not be your starting point for generating the argument or analysis. The purpose of these assignments is to build your own communication and critical-analysis skills.

- 2. Openness:** Any use of generative AI for submitted coursework must be documented. Each time you use AI, complete the Google Form linked on eLC. The form will ask for the tool or site used, the exact prompts or commands, the relevant output, and any revisions you made and the reasons for them.
- 3. Referencing and validating:** You are responsible for every claim, source, quotation, statistic, and factual statement in work submitted under your name. AI can be outdated, fabricate or misattribute sources, omit citations, and reproduce 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. Substantive claims must be supported by actual sources that you have checked. AI itself is not a substitute for evidence.
- 4. 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.
- 5. AI-Integrated Tools:** The advice above applies equally to AI assistants integrated into grammar, composition, or other writing tools.

Assignment-specific rules may differ. Always follow the AI instructions on the specific assignment. If you are unsure whether a particular use is permitted, ask before using it.

Prohibition on Recording Lectures

In the absence of written authorization from UGA Accessibility and Testing, 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.

HEALTH ACCESS AND STUDENT SUPPORT

UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come 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 706-542-8479 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.
- Full-time UGA students pay a health fee that provides access to primary-care appointments at the University Health Center with no out-of-pocket cost for the clinician visit; other services may carry charges. Students without health insurance may also wish to review Georgia Pathways to Coverage at

dch.georgia.gov/georgiapathways. Student Care and Outreach can help students navigate emergency or temporary financial needs and campus resources.

- 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-Hours 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 students with confidential support.)

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

COURSE SCHEDULE

Welcome Module

Week 1: Course Introduction (Aug 17 – Aug 24)

Week 2: How to read an academic article in Political Science (Aug 24 – Aug 31)

- Week 2 Perusall Assignments are due on Sunday, Aug 23 at 11:59 pm
- 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

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 31 – Sept 7)

- Week 3 Perusall Assignments are due on Sunday, Aug 30 at 11:59 pm
- 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 7 – Sept 14)

- Week 4 Perusall Assignments are due on Sunday, Sept 6, at 11:59 pm
- 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.

Week 5: The History of International Development for the Global South (Sept 14 – Sept 21)

- Week 5 Perusall Assignments due on Sunday, Sept 13, at 11:59 pm
- 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 24th at 9:00 am

- Module 1 Quiz
- Module 1 Discussion

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 21 – Sept 28)

- Week 6 Perusall Assignments are due on Sunday, Sept 20, at 11:59 pm
- 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 28 – Oct 5)

- Week 7 Perusall Assignments due on Sunday, Sept 27, at 11:59 pm
- 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 (Oct 5 – Oct 12)

- Week 8 Perusall Assignments due on Sunday, Oct 4, at 11:59 pm
- Course Reader
 - Golfajn- Washington Consensus in Latin America
 - Dani Rodrik – Growth strategies

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 Oct 15th at 9:00 am

- Module 2 Quiz
- Module 2 Discussion

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 12 – Oct 19)

- Week 9 Perusall Assignments are due on Sunday, Oct 11, at 11:59 pm
- 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 19 – Oct 26)

MIDTERM EXAM – OCTOBER 19th

- Week 10 Perusall Assignments due on Sunday, Oct 18, at 11:59 pm
- Course Reader
 - David Booth- Development as a Collective Action Problem
 - Rock & Bonnett – The Comparative Politics of Corruption (eLC)
 - Ding – Performative Governance (eLC)

Module 3 Assignments – Due Oct 29th, at 9:00 am

- Module 3 Quiz
- Module 3 Discussion

Module 4: The Developing State and Its Resources – or their lack thereof

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 26 – Nov 2)

- Week 11 Perusall Assignments due on Sunday, Oct 25, at 11:59 pm
- 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.
 - Herzer – How does FDI really affect developing countries’ growth

Week 12: Natural Resources: Curse or Blessing? (Nov 2 – Nov 9)

- Week 12 Perusall Assignments due on Sunday, Nov 1, at 11:59 pm
- 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 9 – Nov 16)

Nov 11 – Withdrawal Deadline

- Week 13 Perusall Assignments due on Sunday, Nov 8, at 11:59 pm
- 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)

Module 4 Assignments – Due on Nov 19th at 9:00 am

- Module 4 Quiz
- Module 4 Discussion

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 16 – Nov 30)

- Week 14 Perusall Assignments due on Sunday, Nov 15, at 11:59 pm
- Course Reader
 - China: Rise of an Asian giant: <https://youtu.be/oIF-ujSeQho>
 - Zarakol – Rise of the Rest as Hype and Reality
 - Doner & Schneider. The Middle-Income Trap: More Politics Than Economics

Week 15: Going Forward (Nov 30)

- Week 15 Perusall Assignments due on Sunday Nov 29, at 11:59 pm
- Course Reader
 - Cassidy – Can we have prosperity without growth?
 - Stiglitz- Globalization and Its Discontents
 - Zaman – Markets and Society

Module 5 Assignments – Due on Dec 1st, 11:59 pm

- Module 5 Quiz
- Module 5 Discussion

FINAL EXAM - Dec. 7, at 3:30 pm in class