

POIS 480: THE POLITICS OF DEVELOPMENT

Spring 2018

Instructor: Florian Justwan, Ph.D.

Class: Monday, Wednesday, Friday; 10:30 am - 11:20 am (AD 317)

Office Hours: Wednesday; 03:00 pm - 05:00 pm (Administration 323)

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COURSE DESCRIPTION

The main goal of this course is to provide students with a general understanding of the domestic and structural influences on development. After a short introduction in which we discuss the state of development around the world, we investigate the role of culture and institutions as well as the consequences of “bad governance.” In the third part of the course, we take a closer look at the impact of structural factors such as geography, foreign aid and globalization. At the end of the term, students should be able to: (1) identify the relative strengths and weaknesses of the theories covered in class and (2) discuss the role of agency in economic development.

COURSE MATERIALS

You will need to buy one book for this class:

- P. Collier (2008). “The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It.” Oxford University Press, New York.

Many of our weekly readings will come from this book. All other material will be uploaded to bblearn. It is absolutely essential that you carefully read all of the required material prior to each class session. I expect you to take your responsibilities seriously. Failing to do so will both significantly impact your grade and the quality of our in-class debate.

COURSE REQUIREMENTS AND GRADES

10%	Presentation for In-Class Simulation
15%	Attendance & Participation
20%	6 Reading Quizzes
25%	Midterm Exam (February 26)
30%	Final Exam (May 7) <i>OR</i> Paper (Due Date: May 7; at noon)

Attendance

Each unexcused absence will lower your final participation grade (calculated on a scale from 0 – 100) by 5 percent. I will take attendance every day. Therefore, it is essential that you show up on time. If you do come in late, it is your responsibility to approach me *directly after class* (as long as I am still in the classroom) and make sure that I checked your name on the class roll.

Participation (15 percent)

Your participation grade will be based on the quality and quantity of your oral contributions during class. As stated above, I expect you to read and think about the assigned material prior to our meetings. In class, you should be able to discuss the main arguments and demonstrate that you are able to connect the readings with the larger context. Please note that your participation grade is only affected by *active* participation. If you don't talk, your final participation grade will be a 60 (minus 5 x *number of unexcused absences*). If you have any concerns about your participation grade, contact me as soon as possible.

Reading Quizzes (20 percent)

There will be 6 unannounced readings quizzes over the course of the term. The quizzes will be composed of multiple choice and/or short answers that cover the assigned readings for each day. Reading quizzes will NOT be made-up if you are absent. However, only five of those six quizzes will be used to calculate your grade. In other words, I will drop your lowest score at the end of the semester.

Exams

There are 2 exams in this class – 1 midterm (25 percent) and 1 final exam (30 percent). Exam material will be drawn from the following: lecture notes, assigned required readings, class discussion, movies shown in class, and any other supplementary materials. **All exams are cumulative.** One piece of advice: Do the required readings, attend class, and participate and you will be very well prepared for both exams.

Paper (optional)

As an alternative to the final exam, I give you the opportunity to write a 12-page essay (around 3,500 words) on a question that I provide to you on April 16th. You can choose to write this essay OR to take the final exam.

Presentation (10 percent)

At the end of the term, we will conduct a small in-class simulation conference. This will give you the possibility to (1) apply the knowledge acquired in this course, (2) learn new aspects about a country of your choice, and (3) have fun interacting with your fellow class mates. In the context of this simulation, you will be required to give a short presentation. More details about this assignment will be provided in late March.

GRADE SCALE

Note: final grades will NOT be rounded

- A = 90.00-100.00
- B = 80.00-89.99
- C = 70.00-79.99
- D = 60.00-69.99
- F = 00.00-59.99

COURSE POLICIES

Absences & Make-Up Exams

As stated above, attendance is absolutely essential if you want to succeed in this class. You are permitted TWO unexcused absences. Every other absence will lower your participation grade by 5 percent, unless you have a valid excuse (medical, academic, etc.) AND proper documentation. Make-up exams are ONLY offered for documented absences. If you know in advance that you have a conflict preventing you from taking one of the exams at the scheduled date, please contact me as soon as possible.

Academic Honesty

It is the policy of our department to refer instances of suspected academic dishonesty to the Student Judicial Council. For the Dean of Students' Academic Integrity site which includes UI Policies and Student Academic Dishonesty Resources, see <https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity>.

Disabilities

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources located in the Bruce M. Pitman Center, Suite 127 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- Phone: 208-885-6307
- Email: cdar@uidaho.edu
- Website: www.uidaho.edu/current-students/cdar

Special Assistance

If you experience difficulty in this course for any reason, please do not hesitate to consult with me. A wide range of services is available to support students in their efforts to meet the course requirements. Tutoring and College Success helps students increase their mastery of course material through course-specific tutoring and academic skills development. Check out their workshops, tutorial groups, and drop-in tutoring schedules posted on their website <http://www.uidaho.edu/current-students/academic-support/asp>, or sign up for services at their main office, Idaho Commons 306. Finally, Counseling & Testing Service is available to assist students who are encountering personal, social, and emotional difficulties or crises. Visit them in Mary E. Forney Hall Room 306, 885-6716, or see their website at <https://www.uidaho.edu/current-students/ctc>.

Electronic Device Policy

The use of cell phones, iPods, iPads, or any other electronic device will not be permitted during class meetings. I will permit you a laptop ONLY to take notes and review online readings. Please note that I reserve the right to reverse this policy at any time

Assignment and Grade Record-Keeping

Students are responsible for saving all graded work until final grades are recorded with the registrar and checked by the student.

Classroom Learning Civility

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

Grade Appeals

If you believe your exams or assignments have been graded unfairly, you can appeal your grade in written form. You have to hand in your appeal on the day after the assignment or exam was returned. Comparisons to other students' graded assignments will not be accepted for a complaint. Hand in the original copy of the graded assignment/exam together with the written appeal. I will reevaluate your grade in light of the argument that you made. However, the new grade may be the same, higher, or lower than the original grade and it will be final.

COURSE SCHEDULE (This is only a tentative schedule for this course. Content may change)

		PART I: Introduction
Week 1		Introduction I: Defining “Development” and “Progress”
	Jan. 8 (M)	Winter Break
	Jan. 10 (W)	This Syllabus
	Jan. 12 (F)	<ul style="list-style-type: none"> Porter, M.E. & Stern, S. (2017). Social Progress Index 2017: Executive Summary. Slaper, T. & Hall, T. (2011). The triple bottom line: what is it and how does it work? Indiana Business Review, 86(1), 4-8. Gertner, J. (2010). The Rise and Fall of the GDP (May 13, 2010). From: http://www.nytimes.com/2010/05/16/magazine/16GDP-t.html?_r=0
Week 2		Introduction II: The State of Development around the World
	Jan. 15 (M)	No Class. MLK Day
	Jan. 17 (W)	<ul style="list-style-type: none"> UNDP, Human Development Report, 2016: Chapter 1 (pp. 25-47). For those of you who are interested in statistics: really interesting tables start on page 198. Freedom House (2017). “Freedom in the World 2017.”
	Jan. 19 (F)	I. Ortiz and M. Cummins (2011). “Global Inequality: Beyond the Bottom Billion.” UNICEF Social and Economic Policy Working Paper, pp. 10 – 38.
		PART II: Domestic Variables
Week 3		Culture I
	Jan. 22 (M)	P. Gourevitch (2008). “The Role of Politics in Economic Development.” In: Annual Review of Political Science 11, pp. 137-145 only!
	Jan. 24 (W)	H. Kahn (1993). “The Confucian Ethic and Economic Growth.” In: M. Seligson, J.T. Passe-Smith (Eds.), Development & Underdevelopment. Lynne Rienner, Boulder, CO, pp. 169-171
	Jan. 26 (F)	S. Becker and L. Woessman (2007). “Was Weber Wrong? A Human Capital Theory of Protestant Economic History.” Disc. Pap. No. 1366, Dep. Econ., Univ. Munich, pp. 1-10.

Week 4		Culture II: The role of Ethnic Divisions and Trust
	Jan. 29 (M)	R. Franck and I. Rainer (2012). "Does the Leader's Ethnicity Matter? Ethnic Favoritism, Education, and Health in Sub-Saharan Africa." In: American Political Science Review 106 (2), pages 294-308 and 313-319. (<i>ignore the stats!</i>)
	Jan. 31 (W)	E. Miguel (2004). "Tribe or Nation? Nation-building and Public Goods in Kenya versus Tanzania." In: World Politics 56 (3), pp. 327 – 362 (pages 331 -339 and 360 – 362 only)
	Feb 2 (F)	F. Fukuyama (1995). "Social Capital and the Global Economy. A Redrawn Map of the World." In: Foreign Affairs 74 (5), pp. 1-10
Week 5		Institutions I: Regime Type
	Feb. 5 (M)	R. Barro (1996). "Democracy and Growth." In: Journal of Economic Growth 1 (1), pp. 1-26.
	Feb. 7 (W)	J. Gerring, P. Bond, W. Barndt, C. Moreno (2005). "Democracy and Economic Growth. A Historical Perspective." In: World Politics 57 (3), pp. 323-364.
	Feb. 9 (F)	No readings.
Week 6		Institutions II: Economic Institutions
	Feb 12. (M)	D. Acemoglu, S. Johnson, and J.A. Robinson (2001). "The Colonial Origins of Comparative Development: An Empirical Investigation." In: American Economic Review 91 (5), pp. 1369–1377 only.
	Feb. 14 (W)	Reader on Land Grabs and Land Rights (available on bblearn).
	Feb. 16 (F)	N. Nunn (2008). "The Long-Term Effects of Africa's Slave Trades." In: Quarterly Journal of Economics 123 (1), pp. 139–176.
Week 7		Regime Type Redux: The other Causal Direction
	Feb. 19 (M)	No Class. President's Day.
	Feb. 21 (W)	<ul style="list-style-type: none"> S. Lipset (1960). "Economic Development and Democracy." In: idem, Political Man. New York, Doubleday, pp. 45-76. R. Inglehart and C. Welzel (2009). "Modernization, Cultural Change and Democracy." In: L. Mayer, D. Patterson, and F. Thames (eds). Contending Perspectives in Comparative Politics. CQ Press, Washington, pp. 485-514.

	Feb. 23 (F)	No class. Instructor at Conference.
Week 8		Midterm Exam & The Role of Corruption
	Feb. 26 (M)	<i>MIDTERM EXAM</i>
	Feb. 28 (W)	Collier Chapter 5.
	March 2 (F)	B. Olken and R. Pande (2012). "Corruption in Developing Countries." In: Annual Review of Economics 4, pp. 479-509.
		PART III: Structural Variables
Week 9		International Trade I
	March 5 (M)	Oatley Chapter 2.
	March 7 (W)	Oatley Chapter 6.
	March 9 (F)	Oatley Chapter 7.
Week 10		Spring Break
	March 12 (M)	No class.
	March 14 (W)	No class.
	March 16 (F)	No class.
Week 11		International Trade II: The Debate about the Effects of Globalization
	March 19 (M)	<ul style="list-style-type: none"> • J. Stiglitz (2017). "Globalization and Its Discontents Revisited." New York, W.W. Norton, Chapter 5. • J. Stiglitz (2017). "Globalization and Its Discontents Revisited." New York, W.W. Norton, Chapter 6. • EXTRA CREDIT: MOVIE NIGHT (6pm).
	March 20 (T)	EXTRA CREDIT: MOVIE NIGHT (6pm).
	March 21 (W)	N. Rudra and J. Tobin (2017). "When Does Globalization Help the Poor?" In: Annual Review of Political Science 20, pp. 287-294 only!
	March 23 (F)	<ul style="list-style-type: none"> • Collier Chapter 6. • Collier Chapter 10.
Week 12		Civil War and Political Violence
	March 26 (M)	Collier Chapter 2.

	March 28 (W)	C. Thyne (2016). "The Legacies of Civil War. Health, Education, and Economic Development." In: T.D. Mason and Sarah McLaughlin Mitchell (eds.). What Do We Know about Civil Wars? Rowman & Littlefield: Lanham, Maryland, pp. 157-178.
	March 30 (F)	Background Material for in-class simulation.
Week 13		Foreign Aid
	April 2 (M)	Collier Chapter 7.
	April 4 (W)	Media Day.
	April 6 (F)	Media Day.
Week 14		Wrap-up Foreign Aid Geography I
	April 9 (M)	D. A. Bräutigam and S. Knack (2004). "Foreign Aid, Institutions, and Governance in Sub-Saharan Africa." In: Economic Development and Cultural Change 52 (2), pp. 255–285.
	April 11 (W)	Collier Chapter 3.
	April 13 (F)	Reader on oil-price shocks (on bblearn).
Week 15		Geography II
	April 16 (M)	Collier Chapter 4.
	April 18 (W)	J. Sachs and P. Malaney (2002). "The Economic and Social Burden of Malaria." In: Nature 415 (6872), pp. 680 – 686.
	April 20 (F)	Guest Speaker.
Week 16		In-Class Simulation
	April 23 (M)	In-Class Simulation 1
	April 25 (W)	In-Class Simulation 2
	April 27 (F)	In-Class Simulation 3 / Presentation of Results
Week 17		Final Discussion

	April 30 (M)	Catch-up day.
	May 2 (W)	Bringing it all together: agency vs. structure; institutions vs. culture vs. geography.
	May 4 (F)	Exam Review.
Week 17		Final Exam Week
	May 7 (M)	Final Exam (10:00 am – noon)
	May 7 (M)	Due Date for Final Paper (noon via email: fjustwan@uidaho.edu)