

## PS4791: Political Economy of Development

Seigle Hall 301

T & Th 2:30-4:00

Spring 2019

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### COURSE DESCRIPTION

Why are so few countries rich while so many are poor? How can international actors, organizations, and interactions promote (or hinder) global development? What role do domestic factors – governance and leadership, political institutions, cultural values – play in making (and keeping) countries rich or poor? This course explores the different answers that have been offered to these important questions. We will consider a variety of theoretical perspectives. The course will also examine several country case studies in order to assess the strengths and weaknesses of each perspective or approach to understanding economic development. Finally, students will have an opportunity to conduct original research in order to apply the different theories and practical tools we will learn about in this course.

### READING MATERIALS

Two books are required for this course:

Baker, Andy. 2014. *Shaping the Developing World: The West, the South, and the Natural World*. Thousand Oaks, CA: Congressional Quarterly Press.

Banerjee, Abhijit V. and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York, NY: PublicAffairs.

You can purchase or rent these books through Amazon or another online retailer. Any additional readings will be made available electronically on Blackboard.

### REQUIREMENTS AND EVALUATION

Your final grade for the course will be determined by four components: frequent reading quizzes, one midterm exam, one final exam, one team project. Each component will determine 25% of your grade.

**Reading quizzes.** On most days we will have a short closed-book/notes quiz that covers the week's assigned readings. These quizzes are supposed to incentivize students to complete the readings on a consistent basis and to arrive to class ready to participate. At the end of the semester, I will drop roughly 25% of your quizzes (those with the lowest scores), and use the remaining ones to determine 25% of your final grade.

**Midterm exam.** The midterm exam will be closed-book/notes and is scheduled for 2/28. It will include true/false, multiple choice, fill-in-the-blank, and short answer questions. The midterm will determine 25% of your final grade.

**Final exam.** The final exam is also closed-book/notes, is scheduled for 5/8, and will be designed in the same way as the midterm. It will NOT be cumulative (i.e., it will only include material covered after you take the midterm). The final will determine 25% of your final grade.

**Team project.** You will be assigned to a team early in the semester, and will work with your team throughout the course on a final research project. I will provide instructions for the research project in a separate document. Each team will present their project in the form of a poster on 4/23. To ensure that each student contributes to their team's success, you will be assessed through self- and peer-evaluations. I will then use these evaluations to assign each team member a grade for the project. The project will determine 25% of your final grade.

Below is the grading scale that I will use for the course:

<u>Grade</u>	<u>Score</u>	<u>Grade</u>	<u>Score</u>
A	93 – 100	C	73 – 76
A–	90 – 92	C–	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B–	80 – 82	D–	60 – 62
C+	77 – 79	F	≤ 59

### ADDITIONAL POLICIES/INFORMATION

**Attendance/participation.** I strongly encourage you to attend and participate in class. While I will not take attendance, your final grade for the course may be impacted if you miss reading quizzes. Students who are not in class to take a quiz will receive a 0 for that quiz.

**Exam/presentation dates.** Exam and presentation dates are detailed in this syllabus. If you anticipate a conflict with any of these dates, please see me immediately to discuss options. I cannot promise an alternative date and I do not grant last-minute exceptions.

**Technology in the classroom.** Turn off your phone, tablet, and any other electronic devices other than your laptop before arriving to class. Also, put these devices away so that you and others cannot see them during class. I allow the use of laptops to take notes, but please be respectful to me and your peers by using your laptops only for class-related purposes.

**Disability-related accommodations.** Students who require any disability-related classroom accommodations should see me early in the semester to ensure their needs are met. Please also have the required documentation for any accommodations sent to me as soon as possible.

**Academic integrity.** Violations of academic integrity (cheating, plagiarism, misrepresenting one's identity, etc.) will not be tolerated. I encourage you to review the relevant policies here: <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>.

**Bias reporting.** The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. Please see the following: <https://diversityinclusion.wustl.edu/brss/>.

**Mental health.** Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Please see the following: <http://shs.wustl.edu/MentalHealth/Pages/default.aspx>.

**Accommodations based upon sexual assault.** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb ([kim\\_webb@wustl.edu](mailto:kim_webb@wustl.edu)), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

## SCHEDULE AND READINGS

### PART I – INTRODUCTION

**Week 1: 1/15 & 1/17 – Underdevelopment and Diversity in the Global South**

Reading: Chapter 1 of *Shaping the Developing World*

**Week 2: 1/22 & 1/24 – Human Development and Underdevelopment**

Reading: Chapter 2 of *Shaping the Developing World*

**Week 3: 1/29 & 1/31 – The Benefits and Costs of Economic Development**

Reading: Chapters 3 & 14 of *Shaping the Developing World*

### PART II – THE WEST: INTERNATIONAL CONTEXTS

**Week 4: 2/5 & 2/7 – Slavery and Colonialism**

Reading: Chapter 4 of *Shaping the Developing World*

**Week 5: 2/12 & 2/14 – Globalization and Neocolonialism**

Reading: Chapter 5 of *Shaping the Developing World*

**Week 6: 2/19 & 2/21 – Foreign Aid and the Bretton Woods Institutions**

Reading: Chapter 6 of *Shaping the Developing World*

2/21: No Class

**Week 7: 2/26 & 2/28 – Midterm Review and Midterm Exam**

2/26: Midterm Review

2/28: Midterm Exam

**PART III – THE SOUTH: DOMESTIC FACTORS**

**Week 8: 3/5 & 3/7 – Culture and Identity**

Reading: Chapter 7 of *Shaping the Developing World*

Reading: Chapters 1-4 of *Poor Economics*

**Week 9: 3/12 & 3/14 – Spring Break**

**Week 10: 3/19 & 3/21 – Diversity, Gender, and Development**

Reading: Chapter 12 of *Shaping the Developing World*

Reading: Chapter 5 of *Poor Economics*

**Week 11: 3/26 & 3/28 – Economic Institutions and Informality**

Reading: Chapter 9 of *Shaping the Developing World*

Reading: Chapters 6-10 of *Poor Economics*

**Week 12: 4/2 & 4/4 – States, Markets, and Development Models**

Reading: Chapter 8 of *Shaping the Developing World*

**Week 13: 4/9 & 4/11 – Political Institutions and State Failure**

Reading: Chapter 10 of *Shaping the Developing World*

**Week 14: 4/16 & 4/18 – Violence and State Failure**

Reading: Chapter 11 of *Shaping the Developing World*

**Week 15: 4/23 & 4/25 – Group Presentations and Final Review**

4/23: Group Presentations

4/25: Final Review

**Wednesday 5/8 – Final Exam (3:30 to 5:30)**