

POLITICS OF GLOBAL DEVELOPMENT

POLITICAL SCIENCE 323.001, SPRING 2021

MEETING MONDAYS AND WEDNESDAYS, 4:30-5:45 OVER ZOOM

INSTRUCTORS

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COURSE DESCRIPTION

While the Western world has achieved levels of wealth, well-being and technological innovation unimaginable a century ago, many countries throughout the world continue to struggle with astonishingly high rates of poverty. Since the end of World War II, many non-Western countries have experienced incredible economic growth while others have stagnated with very little change over decades. This class aims to explore this variation by examining different theories of change. We will investigate a wide array of current explanations for the variation in development across the world such as institutions, geography, culture, and the role of the West. It begins by examining the concept of development and questioning the ethical debates development raises. It then explores the evolution in thinking about how and why development occurs, both critiquing past theories and tracing how these theories have themselves shaped today's economic outcomes. The class will also examine the policy implications of various explanations to consider the opportunities each could provide in fostering greater economic and human development into the future.

OBJECTIVES

The general Department of Political Science "Student Learning Objectives" are posted on the department website at: <https://polisci.unm.edu/undergraduate/student-learning-objectives.html>. Specific SLOs for this course are as follows:

- Demonstrate knowledge of key concepts of human development, including measurements and trends of growth, development and poverty;
- Demonstrate comprehension of development trends and key factors used in explaining economic growth, including institutional and cultural arguments;
- Apply theoretical approaches to development to critique development models and policies regarding aid and trade;
- Demonstrate analytical and argumentative writing skills by engaging in foundational debates regarding development, including defining development, ethical debates in development, the role of aid in development, the role of democracy in fostering growth, and the responsibility of industrialized countries in fostering trade.

COURSE TEXTS

I have chosen to not require a textbook for this course this semester to reduce the financial burden on students and given that the library is not as easy to access for reserve copies. Much of the material is drawn from the following books for those students who would like to have a foundational text to reference.

- Andy Baker, 2013. *Shaping the Developing World: The West, the South and the Natural World*. CQ Press.
- Jeffrey Frieden. 2006. *Global Capitalism: Its Fall and Rise in the Twentieth Century*.

All course readings will be available online through public sites or on the course website. If you find that the reading listed in the syllabus is not available, let the teaching assistant know right away.

REQUIREMENTS

Requirement	Percentage of Final Grade
Class attendance	10%
Class participation	10%
Response papers	40%
Writing points	15%
Quizzes	25%

ATTENDANCE

The attendance component (10%) works as follows. Attendance will be taken each day – at the end and beginning of class. **Attendance only counts for the day for students who are present for the whole class.** Students will be allowed FIVE “freebie” absences. Beyond five absences, the attendance grade will be lowered from 100 by five percentage points per absence. Because all students receive an ample allotment of freebies (equivalent to missing two weeks of class), please do not discuss, request excuses for, or argue about absences. Note that religious holidays, sickness, and other reasons for absence that are “legitimate” DO COUNT against your freebie absences. You are strongly advised to use your freebies for these purposes. Students who miss more than five classes may be dropped by the professor without sufficient documentation to explain the absences.

PARTICIPATION

The participation component (10%) of the grade is based on student engagement and participation in class discussions. I expect each student to contribute to class discussion. You should try to score two participation points each class. Having your camera on during class and showing that you are present counts for a point. Unmuting to ask questions, respond to questions, or contribute ideas (including presenting for your group) counts as participation points. Not being present when called upon, when sent to break out rooms or during breakout rooms can mean that you lose the attendance point for the day.

If you miss class for a day but want to score participation points, you may submit a ten-sentence write-up on an article from a development-related article from one of the sources listed below. The write-up should include four sentences summarizing the article, six sentences on how the article

connects to class material, the source link and an attached PDF or snapshot of the article. You may submit up to four. In order to earn the participation point, the article must truly be relevant to the course material.

- <https://voxdev.org/>
- <https://nextbillion.net/>
- <https://www.devex.com/>
- <https://thisweekinafrica.tumblr.com/>
- Duncan Green’s “From Poverty to Power” blog: <https://oxfamblogs.org/fp2p/>
- The World Bank’s blog: <https://blogs.worldbank.org/> or <https://blogs.worldbank.org/impactevaluations/>
- Chris Blattman’s blog (which is mainly written by Jeff Mosenski): <https://chrisblattman.com/>

(I recommend just signing up for alerts for the above sites. For most, you can do so on their sites, but if you can’t, here’s a site that will help alert you to new blogs: https://visualping.io/cdlp.html?utm_source=cd&utm_medium=redirtocdlp&utm_campaign=mig1)

Alternatively, you could find articles by following on Twitter the following development experts and scholars:

- @_alice_evans
- Dina Pomeranz,
- Jess Hoel,
- tavneet suri,
- seema jayachandran,
- Bill Easterly
- @maqartan
- @guygrossman
- @ryancbriggs

WRITING POINTS

Writing point assignments will be posted on Learn corresponding to the readings. To score the point, you must write at least 5 sentences synthesizing the readings for a given prompt. Submitted responses that make it clear that the reading was done will get a point. **If the response is too vague or wrong, you won’t get the point** so do what you can to at least demonstrate you read the piece. You must get 15 points throughout the course of the semester to get full credit for this portion of your grade.

QUIZZES

We will have six quizzes throughout the semester, the top five of which will be counted in your final grade. Quizzes will be posted on Learn. They will be open book, but collaborating with other students constitutes cheating. All written responses are subject to the same rules as any written assignment in terms of the need for citation and plagiarism. Plagiarized answers will earn a zero on the quiz and can result in withdrawal from the class.

RESPONSE PAPERS

You will submit five response papers throughout the semester, each worth 8% of your final grade (for a total of 40%). Papers serve two purposes: an opportunity to critically reflect on the readings and lecture material; and an opportunity to develop critical, argumentative writing skills. More information about the response papers will be provided in class and in Learn.

Response Paper 1	What is the best measure of development?
Response Paper 2	Does culture explain why some countries are more developed than others?
Response Paper 3	Does free trade lead to greater development?
Response Paper 4	Does democracy lead to greater development?
Response Paper 5	If the United States want to foster development, should they increase or decrease foreign aid?

POLICIES

POLICY ON KEEPING UP WITH COURSEWORK

In this difficult context of the pandemic and less-than-ideal (to say it lightly) arrangements for class, it could be easy to fall behind. I strongly suggest that all students be in contact with me or the class TA with any concerns about keeping up with course work. **This advice is relevant for this and other courses: it is always better to reach out sooner than later!** Course work should be completed on time and submissions may lose one letter grade for every day of lateness. Students who fail to attend more than five classes can be dropped from the course if they have not been in communication about the absences.

DISABILITIES

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. This is a difficult semester with the impact of the pandemic so please let me know how I can support you. If you need more information on the Americans with Disability Act, please contact the Office of Equal Opportunity at 277-5251. Accessibility Services (Mesa Vista Hall 2021, 277-3506) also provides academic support to students who have disabilities.

COMMUNICATION

I will communicate regularly with class participants by email. Because I use the LoboWeb system to email class participants, all messages from me will go to the email address you have associated with your UNM student registration. If that is not an account you use regularly, you should set it to forward to the account that you DO use. I cannot customize my email list. I will post course information, announcements, and supplementary materials on the course website.

CLASSROOM BEHAVIOR & ZOOM

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with

respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities.

The University of New Mexico Student Code of Conduct applies to online behavior as well as in-person or classroom behavior. You are expected to be professional and respectful when attending class on Zoom. The following are class policies for our meetings with Zoom. Please read carefully, these policies are effective immediately and apply for the remainder of the semester. All students are expected to adhere to the policies. Class meetings on Zoom (including video, audio, and chat text) may be recorded. Violations are subject to the UNM State Student Code of Conduct and will be adjudicated accordingly.

General: Sign in with your full first name and last name as listed on the class roster. Do not use a nickname or other pseudonym when you log in. It makes it impossible to know who is in attendance. Using your full name quickly sorts students into their groups when needed. Users who do not provide their full names will NOT be admitted to class.

Exceptions: Since enrolling in class, some students have changed their names to better reflect their gender identity. If you currently use a different name than what is listed on the official roster, please send a private email so this can be noted on the roster and you can use your current name on Zoom.

If you do not have access to a computer or smartphone with internet access, call into class using a landline phone. This is not optimal; please try to locate an internet-enabled device to use for class.

Be in contact with me if you are having difficulty with access.

Stay focused. Please stay engaged in class activities. Close any apps on your device that are not relevant and turn off notifications.

Video: Turn on your video when possible. It is helpful to be able to see each other, just as in an in-person class. I will ask everyone to do this and you should let me know if you have reasons for turning off your camera. ***Keep it clean. Don't share anything you wouldn't put up on the projector in class!***

Audio: Mute your microphone when you are not talking. This helps eliminate background noise. Be in a quiet place when possible. Find a quiet, distraction-free spot to log in. Turn off any music, videos, etc. in the background.

No disrespect or hate speech. Just like in our in-person class, respectful behavior is expected. Consider Zoom a professional environment, and act like you're at a job interview, even when you're typing in the chat.

Discussions on development, poverty and inequality sometimes bring out markedly different ideological positions regarding the policies of the US, other states and organizations. All participants in this course must commit to mutually respectful debate, and must make arguments based on evidence and explicit interpretation rather than merely stating opinions. I will cut short any verbal interactions that I believe do not advance the class discussion. I may disenroll from the class any student who persistently fails to contribute constructively, stay on topic, or respect others.

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

RULES

Course work should be completed on time. Papers may lose one letter grade for every day of lateness. No "Incomplete" grades will be given except for genuine medical or family emergencies, in which case you must inform me as promptly as practicable.

ACADEMIC HONESTY POLICY

In accordance with the *UNM Pathfinder*, academic dishonesty, including plagiarism, will result in a failure of the assignment or of the entire course, and will be reported to the proper university authorities. Academic dishonesty is a major violation of the UNM student code of conduct, and can result in serious sanctions up to and including expulsion from programs or UNM.

Any work that you present as your own, whether a paper, exam, or quiz, must be entirely your own intellectual work. Any written material taken from another source must be properly cited; ignorance of academic conventions with respect to citation of sources is not a suitable defense for plagiarism in this course. Any substantial information, interpretation, or argument that is not common knowledge should be cited, in sufficient detail that a reader would be able to find the same source. In your papers, you should use the citation format recommended by the American Political Science Association (see a summary style sheet here: <http://www.csuchico.edu/lref/pols/APSA.pdf>). Graders will impose point penalties for each citation error.

It is particularly important to exercise care in citing Internet sources, attributing the title, author (individual or institutional), the URL, the date of publication of the source (if you can determine this), and the date on which you viewed the source. The date on which you viewed the site is crucial because some URLs are unstable and may change or disappear. If the document is paginated, you should report the specific pages you are citing. Many web (html) documents lack pagination, in which case you may omit the page, or cite the paragraph(s) if they are numbered.

SCHEDULE

WEEK 1: INTRODUCTION – WHAT IS DEVELOPMENT?

January 18	No class – MLK Day:
January 20	Familiarize yourself with syllabus and course site on Learn and get a jump start on next week's readings.

WEEK 2: MEASURING DEVELOPMENT

January 25	Sen, Amartya. 1999. <i>Development as Freedom</i> (chapter1 on Learn)
January 27	Jerven, Morten. 2014. " Poor Numbers and What to do about them " in <i>The Lancet</i> .

WEEK 3: ETHICAL DEBATES IN DEVELOPMENT

February 1	Escobar, excerpt of Encountering Development
February 3	Human Development Report 2020: Overview and chapter 7 (also recommended: chapter 2) Response paper 1 due Friday

WEEK 4: CULTURAL EXPLANATIONS

February 8	Rostow, W. W. "The Five Stages of Growth" in <i>Development and Underdevelopment</i> (available on Learn – from Seligson and Passe-Smith)
February 10	Khader. "Why are poor women poor?" New York Times. September 11, 2019. Lopez Lopez and Perotti - What role does culture play in development? (blog for World Economic Forum) Quiz open Wednesday, due Friday

WEEK 5: WESTERN EXPLANATIONS : SLAVERY AND COLONIALISM

February 15	Desmond. Slavery and Capitalism. New York Times. August 14, 2019. https://www.nytimes.com/interactive/2019/08/14/magazine/slavery-capitalism.html
February 17	Nunn and Wantchekon. 2011. "The Slave Trade and the Origins of Mistrust in Africa." <i>American Economic Review</i> . (Read Intro, Section I, and Section VI) Response paper 2 due Friday

WEEK 6: WESTERN EXPLANATIONS: DEPENDENCY AND ISI

February 22	Andre Gunder Frank. "The Development of Underdevelopment," in <i>Development and Underdevelopment</i> by Seligson and Passe-Smith (on Learn) Ferrero. "Dependency Theory" in <i>The Development Economics Reader</i> .
February 24	Frieden chapter 13. Kvangraven, 2020. " Beyond the Stereotype: How Dependency Theory Remains Relevant " Quiz open Wednesday, due Friday

WEEK 7: POLICY EXPLANATIONS: MODELS OF DEVELOPMENT

March 1	Robert Bates. 1981. Markets and States in Tropical Africa (Chapter 1)
March 3	Jennifer Brass. "Development Theory." In the Handbook on Theories of Governance

WEEK 8: POLICY EXPLANATIONS: SOCIALISM

March 8	Frieden chapter 14 "Socialism in Many Countries"
March 10	James C. Scott. (1998). Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed (Chapter 7). Quiz open Wednesday, due Friday

WEEK 9: SPRING BREAK

March 15	No class!
March 17	No class!

WEEK 10: POLICY EXPLANATIONS: FREE TRADE AND THE WASHINGTON CONSENSUS

March 22	Nancy Birdsall, et al. 2011. "The Washington Consensus, Assessing a Damaged Brand"
March 24	World Development Report 2020 – Overview Economist. June 27, 2018. "What is the future of free trade?" Response paper 3 due Friday

WEEK 11: INSTITUTIONAL EXPLANATIONS: ECONOMIC INSTITUTIONS

March 29	Hernando De Soto. "The Mystery of Capital." In <i>The Development Economics Reader</i> . Tavneet Suri and William Jack. 2016. "The long-run poverty and gender impacts of mobile money" in Science
March 31	JPAL. 2018. "Microcredit: Impact and Limitations" JPAL Report Quiz open Wednesday, due Friday

WEEK 12: INSTITUTIONAL EXPLANATIONS: POLITICAL INSTITUTIONS

April 5	Acemoglu and Robinson, <i>Why Nations Fail</i> , Chapters 1-2
April 7	Acemoglu and Robinson, <i>Why Nations Fail</i> , Chapters 3 & 15

WEEK 13: INSTITUTIONAL EXPLANATIONS: DEMOCRACY AND AUTOCRACY

April 12	Khemani, Stuti et al. " Making Politics Work for Development: Overview " (on Learn) 2017 World Development Report, Chapters 1 & 2
April 14	Fox, J. A. (2015). Social Accountability: What Does the Evidence Really Say? <i>World Development</i> , 72, 346–361. https://doi.org/10.1016/j.worlddev.2015.03.011 Response paper 4 due Friday

WEEK 14: INTERNATIONAL AID ACTORS

April 19	Banks et al. 2015. " NGOs, States and Donors Revisited: Still too close for Comfort? "
April 21	"A Few NGOs are getting a lot of bad press. What's the overall track record?" <i>Washington Post</i> "Sins of the secular missionaries." <i>The Economist</i> Quiz open Wednesday, due Friday

WEEK 15: THE AID DEBATE

April 26	Listen to the intelligence squared debate: https://www.intelligencesquaredus.org/debates/aid-africa-doing-more-harm-good
April 28	Kharas et al 2020. " Aid and the Protection of the Global Commons "

WEEK 16: DEVELOPMENT AND AID IN 2021 & BEYOND

May 3	Ingram. 2021. " Covid-19 Exposes a Changed World. " <i>Brookings Report.</i>
May 5	Listen to podcast on Decolonizing Aid: https://www.cgdev.org/blog/decolonizing-aid-rethinking-humanitarianism-episode-7 Response paper 4 due Friday

WEEK 17: FINALS WEEK

May 10	Quiz open Monday, due Wednesday
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