

BUSH 674: Political Economy of International Development
Spring 2014
Tuesdays, 3:05-5:55pm
Allen 1063

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Office Hours: Mondays, 10-11am, Tuesdays, 10:30-11:30am, and by appointment

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Ecampus Course Homepage: <http://ecampus.tamu.edu/>

Required Materials:

- Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies*
- David Landes, *The Wealth and Poverty of Nations*
- Douglass North, *Institutions, Institutional Change and Economic Performance*
- Mancur Olson, *The Rise and Decline of Nations*
- Robert Bates, *Prosperity and Violence: The Political Economy of Development*
- David Mowery, *Paths of Innovation: Technological Change in 20th-Century America*
- World Bank, *World Development Report 2002: Building Institutions for Markets*
- Morton Halperin, Joseph Siegle, Michael Weinstein, *The Democracy Advantage*
- Selected readings and materials to be posted on WebCT

Course Description:

Few subjects attract as much attention as growth and development. Why do some nations develop while others languish? What accounts for the disparity in the distribution of wealth and opportunity in the world? This is far more than an economic puzzle, as growth and development mean the creation of surplus that can be reallocated to other tasks. Governments and societies that successfully navigate barriers to growth and development become more capable and effective actors in world affairs, and are better able to address problems confronting domestic society. Money may not buy happiness, but it does expand the tools and choices that societal actors can make when facing obstacles. This seminar explores the interaction of politics, history, culture, society, and economics as we try to understand what governments and society do to promote growth and development, how they hinder growth and development, and how we might suggest or advise public policy accordingly.

We will spend the first half of the semester exploring several of the “major culprits” – economics, environment and history, culture, institutions, the state, society, and technology. These are concepts scholars have historically relied on to explain international development. Each week will cover a different concept, and a group of student leaders will be in charge of creating and leading an activity related to that concept.

After spring break, we will focus on the implementation of development projects. First we’ll spend a unit on development agencies, examining the Japanese aid agencies, US aid agencies, and others, to investigate what types of projects are currently underway, and what sorts of strategies are being implemented. Then, we’ll turn our attention to the NGO sector within various countries, examining how varying third-sector contexts can condition development and project implementation. Finally, we’ll examine evidence from projects centered around topics – AIDS, the environment, education, population control, and child labor, to name a few.

This course will be conducted in a seminar format, in which you are expected to actively engage. For each reading, we will think about the causal mechanisms at work, the policy and political implications, and the pros and cons of the given approach to studying growth and development. In each class, you will need to be prepared to participate in discussions and analytical inquiry.

NEO Account:

You must have a NEO email account in order to log on to the WebCT Vista system, and to receive class announcements and emails. You are responsible for making sure that your neo account is current and working. If you do not have one, you may obtain one at: <http://neo.tamu.edu>.

Course Components:**20% Attendance and Active Participation**

You *must* attend class having completed all assigned readings. This is the only way you will know which questions you need to ask and where you need help in the material.

30% Group Project – Written Report

The class will divide into 3-4 groups. Each group will select a developing country and then produce an extensive case study for that country that examines the state of growth and development in that nation, as well as barriers to growth and development, and suggests policies to promote growth and development. This is similar to a World Bank, European Development Bank, OECD, or other international organization's study. You can look for examples of such studies in World Bank or CIA Factbook country reports. The structure of the group project should include, at minimum: 1) description of the current state of affairs; 2) examination of economic factors aiding and hindering growth; 3) environmental and historical factors; 4) cultural and social factors; 5) political factors; 6) policy prescriptions.

This is an intensive project that requires significant group coordination and cooperation. Every few weeks we will take time to break into your groups and work on the project, or to make a progress report to the rest of the class. You can break this project into its individual components but I recommend strongly that you work as a group, communicating and coordinating, discussing obstacles, and testing your ideas and contributions against the wisdom of your colleagues. Groups that coordinate well will produce coherent projects, whereas groups whose members work too much as individuals will likely produce projects with glaring inconsistencies, in both language and logic. We will schedule a time at the end of the semester for presentation of the projects. The projects must be submitted both in hard copy and in electronic form.

10% Group Project – Oral Presentation

Your country project group will give an 80-minute presentation to the entire class during one of the final class meetings. This will include a question/answer portion, and should be presented as though to your client. In all cases, your client is a board of directors comprised of members of the World Bank and the government of your country.

20% Class Leader

We will cover a broad topic for each unit of discussion. Each topic will include an activity, designed and led by 3-4 leaders (one from each of the above project groups). Each of you will be a unit leader one time. The leaders will receive help from the other class members by way of their short paper assignments, described below. I recommend assigning tasks within the group project as outlined above. This corresponds to the broad topics on the syllabus and will clarify who is the class leader from your group for each unit.

I have a collection of articles that may be interesting for each unit's leaders to examine, and/or to assign to the class. You may also find articles in other journals, including the *Economist* and the *Financial Times*, which help you plan the class you will lead.

20% Memos (four 1-2 page memos/briefs)

You are required to write a memo (1-2 pages, single-spaced) for four of the units on which you do not serve as leader. You are not to regurgitate the readings, but to react to the readings and topics. Think about how they relate to past readings and topics, or to your project. Raise questions or probe the authors' arguments and evidence. **Each memo is due at 5pm the Tuesday before the unit begins.** It may be submitted on elearning in the discussion streams.

*****Making up Missed Class – See Last Page*****

Grading:

The standard Bush School scale will apply:

90%-100%	A	Extraordinary, excellent work and mastery of concept
80%-90%	B	Good work and solid command of concept
70%-80%	C	Adequate work and sufficient understanding of concept
60%-70%	D	Poor work, little understanding of concept
0%-60%	F	Lack of work, no understanding of concept

Challenging a Grade:

Should you have a dispute regarding the way your work is graded, you must submit a **typewritten statement** explaining why you believe your grade should be changed, attached to the assignment in question. Absolutely no grade challenges will be entertained in person unless a written challenge has been submitted beforehand. **Please note** that your entire assignment is subject to being re-graded, should you choose to challenge your grade.

Extra Credit:

There is no extra credit for this course.

Late work policy:

Late papers will not be accepted. Early papers will always be accepted. If you find yourself in a situation where you cannot make it to class and cannot give your homework to a colleague to turn in for you, you may email the homework to me, along with an explanation for why you are not in class. Otherwise, you are expected to attend class and turn it in yourself.

Your final project is due at 11:00am on Wednesday, **2 May 2012**. If you turn in your paper on May 2nd after 11:00am, you will be penalized 5 percentage points. From then on, until you turn in your paper, every time the clock strikes midnight, you will be penalized 5 more percentage points.

Honor Code:

"An Aggie does not lie, cheat, steal, nor tolerate those who do."

A grade of zero will be given to anyone who cheats on any assignment, or who commits plagiarism. Plagiarism is commonly defined as passing off as one's own the ideas, words, writings, music, graphs, charts, datasets, etc., that were originally created by another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the original author. Plagiarism is cheating. It is a violation of personal and academic integrity, and it will not be tolerated. If you have any doubt that you might be committing, or about to commit, an act of plagiarism, stop and consult me or another faculty member first.

It is impossible to stress how seriously I take the Honor Code. If you are found to be in violation of the honor code, you will be sent through the proper Bush School and TAMU channels, you will likely fail this course, and you may be expelled.

If you have any questions about Honor Council Rules and Procedures, you may find more information at <http://www.tamu.edu/aggiehonor>.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for person with disabilities. Among other things, this legislation requires that all students with disabilities e guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or at 845-1637.

Course Schedule and Assignments:

Unit #	Topic/Reading
Introduction (Jan 18)	What is Political Economy of International Development? http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html - Choose project groups and leader groups
Unit 1 (Jan 25)	Economic Baseline and Market Failure Charles Jones, <i>Introduction to Economic Growth</i> , pp.1-45 Gary Miller, <i>Managerial Dilemmas</i> , pp.15-35 Richard Nelson, <i>The Sources of Economic Growth</i> , pp.7-51 David Kennedy, <i>Freedom from Fear</i> , pp.10-41 Charles Kindleberger, <i>The World in Depression</i> , pp.1-41, 117-141, 289-305
Unit 2 (Feb 1)	Environment and Historical Context Diamond, <i>Guns, Germs, and Steel</i>
Unit 3 (Feb 8)	Socio-Cultural Legacy and Path Dependence Landes, <i>The Wealth and Poverty of Nations</i>
Unit 4 (Feb 15)	Institutions North, <i>Institutions, Institutional Change and Economic Performance</i>
Unit 5 (Feb 22)	Reflection Is collective action possible? How do Unit's 1-4's authors think we'll get there?
Unit 6 (Feb 29)	The State Bates, <i>Prosperity and Violence: The Political Economy of Development</i>
Unit 7 (Mar 7)	Society and State Olson, <i>The Rise and Decline of Nations</i>
Spring Break (Mar 14)	No class – woohoo!
Unit 8 (Mar 21)	The State and Technology Mowery & Rosenberg, <i>Paths of Innovation: Technological Change in 20th-Century America</i>
Unit 9 (Mar 28)	Top-Down v. Bottom-Up Development Efforts Easterly, W. 2006. "Planners vs. Searchers in Foreign Aid." <i>The White Man's Burden</i> . Sachs, J. 2005. "Forward by Bono" & "Chapter 12: On-the-Ground Solutions for Ending Poverty." <i>The End of Poverty</i> . NY: Penguin Group. Sanchez, P., et al. 2007. "The African Millennium Villages." <i>PNAS</i> , 104 (43), 16775-16780. Sachs, J. 2010. "The art of medicine. The MDG decade: looking back and conditional optimism for 2015." <i>Lancet</i> , 376, 950-951. Easterly, W. 2006. "The Big Push Déjà vu: A review of Jeffrey Sachs's <i>The End of Poverty</i> " <i>Journal of Economic Literature</i> , XLIV (Mar.2006), 96-105.
Unit 10 (April 4)	Institutions and Democracy: What Have We Learned? World Bank, <i>World Development Report 2002: Building Institutions for Markets</i> Morton Halperin, Joseph Siegle, Michael Weinstein, <i>The Democracy Advantage</i>
Unit 11 (Apr 11)	Reflections and Ethical Questions Have we reached any reasonable conclusions? What about policy options? Let's piece together what we know to answer the problems we see...
Final Presentations (Apr 18, 25)	Two groups present each day, 80 minutes per group, including Q&A.
Final Project Due	Your final project is due at 11am on Wednesday, 2 May . <i>Please do not be late.</i>

Thoughts when you Read and Prepare to Participate

- **What is the central puzzle the author(s) is/are trying to solve, or illuminate?**
 - Is this an old puzzle, or a new one?
 - Do the authors spend time convincing you the puzzle deserves solving?
- **What is the authors' main argument?**
 - What are they trying to prove?
 - What is the main theory that this book/article sets out to establish?
- **How do the authors go about constructing their argument?**
 - Do they break it down into smaller pieces, and tackle each one separately? If so, what are the smaller pieces?
 - Do they keep the argument at a largely theoretical level, relying on relationships that have been established by other scholars (such as supply-and-demand, or sociological theories of behavior)?
 - Do they develop new theories? What are they?
- **What sort of evidence do they present?**
 - Is it historical evidence? Evidence based on large datasets? Interviews? Case examples? Geography?
 - Does the evidence seem that it was gathered in an unbiased manner? Do you feel that perhaps it was "cherry-picked," or gathered simply to support the argument?
 - Can you think of evidence that would disprove the argument?
- **Do you buy this argument?**
 - On theoretical grounds?
 - On evidentiary grounds?

Some subjectivity in evaluating your participation will be irreducible; this will also be the case when evaluating any development situation in your life. I will, however, try to follow the basic rubric below when assessing your participation grade. Since participation is worth 20% of your overall grade, it is important for you to be aware of how well you are participating every week. Keep in mind that you do not begin with a full stock of participation points that get whittled away if you commit transgressions (like falling asleep in class or chatting with friends on facebook). Rather, you must build up points by actively engaging in class. If you feel it is difficult to participate, you can prepare talking points ahead of time to work into the discussion, or post links, questions, or discussion points on elearning. With several people in class, it may take some guts to get your point in, so be assertive – you don't want your grade to suffer, and we want your input!

Points	Out of 20 possible points, your participation will be assessed as follows:
18-20	<ul style="list-style-type: none"> - Give criticisms/comments on the literature that illustrate careful reflection - Reference suitable material from outside class (events, news, experience)¹ - Reflect on class activities and how they relate to our pursuit of development, and/or our understanding of the reading²
16-17.5	<ul style="list-style-type: none"> - Engage in class activities and discussion through volunteering to speak, lead groups, answer questions, read excerpts, etc. - Ask about confusion, problems, etc., or point out issues of contention - Raise points of interest from the reading
14-15.5	<ul style="list-style-type: none"> - Come to class on time every day (or make up class properly) - Speak when called upon and participate in activities when told what to do - Use facebook, IM, emails, games, etc., when not actually speaking - Pass notes/computers back and forth with classmates
Below 14	<ul style="list-style-type: none"> - Come to class late, disrupt discussions, miss class without making up - Eat starburst™ in class or wear capes

¹ You may also start discussions on elearning. Post articles (eg, from the *Financial Times* or *New York Times*) that pertain to class topics, and comments with the link. Bring up your article during class.

² These reflections can also be submitted on elearning, as discussion posts, after class.

Thoughts when you Write

Hmm, given all those questions I just answered for myself (above), and all that critical thinking I did about this reading, what should I write?

- **Well, I don't want to regurgitate the reading.**
 - A summary won't help anyone. They've already read it. What did this reading made me think about?
- **What questions do I have now?**
 - What new avenues of thought did these readings spark in me?
 - What terms, themes, ideas do I want to discuss in class as a result of this reading?
- **Can I relate it to other readings?**
 - What would the authors in this unit say about last week's readings?
 - Would they agree, or disagree? Are they in any way compatible? Or are they just telling different sides of the same story?
- **Can I apply these authors' paradigm to something that I came across in the news recently, or something I experienced myself in another country?**
 - Will it work, or not?
 - Does that mean the paradigm is useful? Reliable?
- **What practical or policy recommendations does this work have to offer?**
 - How can we use it to inform ourselves and others?
 - Do the authors mean for the work to offer this type of insight?
- **Now I'd better write it, because it's due at 5pm!!**

Some subjectivity in grading assignments such as these is irreducible; this will also be the case when evaluating any development situation, project, or program in your life. I will, however, try to follow the basic rubric below when assigning points to your memos. Overall, your papers should have the following format: it should be **single-spaced (double-spacing between paragraphs is fine)**; it should cover at least 1, but not more than 2 pages; it should address the assigned unit for the reading. Beyond that, points will be assessed as follows:

Points	Out of 5 possible points, your memos will be assessed as follows:
4 – 3.75	<ul style="list-style-type: none"> - Focuses on one (or a few targeted) main points prompted by the readings, and expands on them; - relates the points to current events, or past readings, or a recent policy debate; - quality grammar and punctuation
3.5 – 3.25	<ul style="list-style-type: none"> - Raises interesting points and questions, without focusing on a small number of them, or expanding any in terms of deeper thought and attention; - points out flaws, inconsistencies, or inadequacies in the authors' work with no suggested resolutions or areas of potential solution; - could be improved by adding an introductory/conclusive paragraph that rounds out or fills in an overall statement about the author or the reading; - the essay is more of a stream-of-consciousness than a clear or careful reflection on a few thoughts or ideas
3	<ul style="list-style-type: none"> - Basic points of reading are restated, - confusion with reading is expressed, - authors' arguments are recapped
Below 3	<ul style="list-style-type: none"> - Opinions on authors' readability dominate essay, - Summary of reading, - no critical points of inquiry or observation raised, - poor grammar, - incoherent points

Leading Class

So now you've done the reading for your unit, you've thought about the questions listed under "Thoughts when you Read," and you've read your colleagues' papers that they turned in, in which they expounded from their own genius of "Thoughts when they Wrote." You and your other unit leaders have to lead half of class, based on this unit. What will you do?

When you take over, you can trust that the class, as a whole, will have discussed the key elements of the readings themselves, and the answers to the main questions listed above, plus a few more that your colleagues brought up in their short papers.

The possibilities open to you are endless, although bounded. You may:

- Lead a group discussion on prepared questions
- Divide the class into small groups to engage in activities, then bring us all back together to discuss or present findings
- Hand out new readings for the class to take time to absorb and discuss (you can find these in academic journals, the *Financial Times* or *Economist*, book reviews, etc.)
- Stage a debate (between two authors, three schools of thought, 4 groups in an urban development initiative)
- Create a government to solve a policy issue among fictitious groups in a constructed society (made up by you)
- Show a film, play a game, lead an activity

In short, you have free reign to create any sort of activity you deem worthy of the readings in your unit, or the themes and lessons therein. You should plan on the activity, the explanation and set-up, and the regrouping and discussion at the end, all to take about 75 minutes.

Points	Out of 20 possible points, your class leadership will be assessed as follows:
18-20	<ul style="list-style-type: none"> - Present an original, innovative, exciting way/activity to get the class to think about the readings. - Bring in outside materials, such as short films, readings, articles, games, to launch or enhance the activity. - Take the themes of the readings(s) and force us to think about them deeply and carefully, and to stretch them beyond the readings to further applications or higher levels. - Highlight the salient points of the activity/reading in the post-activity reflection/discussion. - Relate main points to development, to other readings, and/or to other classmates' personal experiences.
16-17.5	<ul style="list-style-type: none"> - Conduct an exercise that is fun and raucous, yet follow it with little reflection on the point of the unit or on the semester as a whole. - Ask questions that elicit a few answers, but then fail to pursue those answers or push the respondents to think about their responses. - Solicit answers without linking them to each other or to the larger context of the unit or the course. - Run out of material, or ways to explore it, before you run out of time.
14-15.5	<ul style="list-style-type: none"> - Host a disinterested or unattached discussion. - Refuse to answer questions that would clear up confusion about readings, or fail to defer them to the instructor when you don't know the answer. - Run an activity that has nothing to do with the unit, just for fun.
Below 14	<ul style="list-style-type: none"> - Throw open the floor for undirected discussion. - Ask people what their questions are. - State that the authors have nothing worth adding to our semester-long inquiry, and therefore you have nothing to add, either.

Making Up a Missed Class

There are several opportunities around campus to attend guest lectures that deal with development. The Borlaug Speaker Series, guests at the Department of Urban Planning, guests to the Bush School that are speaking about development, and others are visiting campus weekly. You should make it a practice to attend as many of these guests' lectures as you can.

Please keep in mind that one meeting for this course is equivalent to *one entire week of class*, which is a substantial amount of class time. The university considers an excused absence to be those for reasons of authorized university activities, major illness, and religious holy days (please see <http://student-rules.tamu.edu/rule07> for a detailed list).

For all excused absences, you have the opportunity to make up your missed participation by attending and reporting on one of these development lectures. After it is over, you must:

- Write a 1-2 page (single-spaced) paper, summarizing the lecture, to turn in to me; and
- Give a 10-minute presentation to the class on the subject of the lecture you attended. Often speakers post their slides online (on a speaker series website, or on their homepage), and if not, they may be willing to share slides with you as well. You should ask them for their slides to help your own presentation.
- Reserve a time with me to give your presentation during class time.

Please note:

- You MAY co-present with a classmate who also needs to make up a missed class, and who attended the lecture with you.
- You DO have to make up your absence, even if it is excused due to illness, university excuse, etc. (just like you would have to make up a missed assignment for the same). The university provides that excused absences are given opportunities to be made up, not that they are erased with no responsibility for work missed.
- You MAY use a lecture that you find online, on a podcast, or another development website.
- If you know in advance that you will be missing class, you may schedule your make-up lecture before you miss class.

If you only miss one-half of one class period:

- You must attend/watch an outside lecture and either turn in a written paper OR present an oral presentation, but you do not have to do both.

What will our Final Project (Policy Recommendation) Look Like?

- Your group will select a developing country and produce an extensive project for that country that examines the state of growth and development in that nation, as well as barriers to growth and development, and suggests policies to promote growth and development.
- This is similar to a World Bank, European Development Bank, OECD, or other international organization's study. You can look for examples of such studies in World Bank or CIA Factbook country reports.
- **The structure of the group project should include, at minimum:** 1) description of the current state of affairs; 2) examination of economic factors aiding and hindering growth; 3) environmental and historical factors; 4) cultural and social factors; 5) political factors; 6) policy prescriptions.
- **Your final policy recommendation will be professional, sharp, well-written, and clear.**
- **It will be written while keeping your clients in mind**
 - Your clients are a Board of Directors for the Development of your Country
 - The Board of Directors is made up of members of the World Bank, some large donors in the Development Assistance Community, and some local leaders from the country itself
- Some of the Board are very familiar with the history and background of the country, but others are not
 - This is why your report will include portions on the history, culture, etc., that local leaders would already know.
- Some of the Board might be willing to move in from outside the country without understanding the intricacies of the religious, political, or environmental constraints.
 - This is why you are informing them.
- **Other information:**
 - Depending on the country you choose, you may find that another section is necessary in addition to the 6 listed above. This is at your discretion.
- **Policy prescriptions**
 - Your policy prescriptions will likely be intricate. Some possibilities:
 - A tiered system, by chronology:
 - Some short-term recommendations dealing with immediate needs for the 1-5 year range.
 - Intermediate recommendations for the 5-15 year range, presuming the immediate needs are met.
 - Long-term recommendations for the 15-50 year range.
 - A tiered system, by expense:
 - Some inexpensive recommendations (either monetarily cheap or politically cheap)
 - Mid-range recommendations
 - Recommendations that require substantial investment and either pre-planning, loans, or liquidation of other resources
 - Whatever your team develops, keep in mind:
 - Do not recommend **anything** that you know your country will never be able to afford, unless you also recommend that the Board raises money through development assistance.
 - Do not plan on development assistance funding all, or even a majority, of your recommendations. Most of your recommendations will deal with shifting priorities, renaming programs, and efforts that do not need new funds.
 - Don't forget the strategic creation of funds through taxes, natural resources, and attracting foreign investment.