

POLS 280 A: THE POLITICS OF DEVELOPMENT AND FOREIGN AID

EASTER SEMESTER 2020

Last updated on March 27, 2020 following the transition to online learning during the coronavirus pandemic

Notes on changes to learning in the course following the transition:

Because several of you do not have access to sufficiently high-speed internet connections and cannot participate in synchronous Zoom classes, with the exception of quizzes all learning in the last few weeks of the semester will be asynchronous. I will send you links to recorded lectures prior to scheduled class time. You will prepare presentations as well as participate in online discussions held on Blackboard at a time of your choosing before the next scheduled class.

During the Blackboard discussions you will need to demonstrate your knowledge of the material covered in the lectures as well as course readings and answer questions posed by myself and your peers.

You will record your presentations, upload them online, and send the links to me; I will share those links with all students in the course. You will then answer questions from me and your peers on Blackboard.

You can listen to my lectures, familiarize yourself with the relevant course material, prepare your presentation, and contribute to Blackboard discussions at any point before the start of the class scheduled to cover a new topic. (You will note that I have removed the dedicated 'discussion and presentations' classes from the schedule.) For example, you should learn about political regimes, the focus of the March 31 class, before the start of the class on neopatrimonialism on April 2.

I will administer quizzes on Blackboard in the first few minutes of scheduled class time on select Tuesdays and Thursdays. Please make sure that you have internet access during that time. I will notify you of quizzes via email. The quizzes may address material covered in any previous class, although they will typically focus on the content of the last few classes. To familiarize yourself with the new quiz interface you can take the test quiz located in the Assessment tab of the course page on Blackboard.

My office hours remain the same. You are welcome to use Google Chat to talk with me at any point during my regularly scheduled office hours or make an appointment to speak with me via either Google Chat or Zoom.

BASIC INFORMATION

Professor: Karol Czuba

Classes:

In the first half of the semester: Tuesday and Thursday, 9.30-10.45 am, Walsh-Ellett Hall 208 (unless noted otherwise in the class schedule)

Following the transition to online learning: asynchronously on Zoom except for quizzes administered at 9.30 am on select Tuesdays and Thursdays

Office hours: Tuesday and Thursday, 11 am-12 pm, and by appointment, in Guerry Hall 211 before and on Google Chat or Zoom after the transition to online learning (you can book an appointment with me here: <https://karol-czuba.youcanbook.me>)

Contact: Blackboard messages, mkczuba@sewanee.edu, and (during the first half of the semester only) 931-598-1547

OUTLINE

The course serves as an introduction to the politics of international development in countries of the Global South in the period since World War II. It considers the big questions in international development:

- Why are some parts of the world poor, repressive, and violent while others are rich, democratic, and peaceful?
- Why have some experienced economic growth while others have seen their economies stagnate or decline?
- What efforts to effect or stimulate economic and political development and to address the violations of human rights have been undertaken, and to what extent have such efforts been successful?

The course is divided into four sections.

The *first* part covers the basic concepts and conditions relevant to the content of the course: development (and political development), poverty, illbeing, inequality, exclusion, and violence. In the first few weeks of the semester we will begin to examine the presence and effects of these phenomena in different parts of the world, and especially in the Global South.

In the *second* part of the course we will discuss scholarly explanations of the divergent development trajectories followed by different countries and regions of the world. Scholars have attributed this divergence to factors such as the internal logic of progress (modernization and neoliberalism), geography, and history (dependency/underdevelopment theories and institutionalism). We will analyze and critique these explanations and their applicability to various settings.

The *third* section considers the role of politics—and all things political—in development. In particular, we will investigate the importance of states and state capacity in development, the origins of capable states, the developmental performance of authoritarian and democratic regimes, relationships between states and societies, and the ways in which these relationships affect development, including through regime change (democratization), formation of politically salient identities and cleavages, and conflict. The *fourth* part of the course examines possible solutions to socially disadvantageous development trajectories—development and humanitarian interventions, efforts to foster democracy and socially beneficial institutions, trade, and migration—and the efficacy of these solutions.

Throughout the course, we will engage with some of the most important scholarly contributions to the literature on international development.

OBJECTIVES AND LEARNING OUTCOMES

The course has multiple objectives, which correspond to the knowledge and skills that you should attain during the semester. By the end of the course, you should be able to:

1. Define key concepts covered in the course.
2. Understand explanations of development and the lack thereof, recognize their assumptions, and evaluate their explanatory power, including in relation to specific countries.

3. Explain the relationship between development and natural endowments, institutions, colonialism and other historical legacies, political order, regime change, and conflict, both globally and in particular regions and countries.
4. Identify efforts intended to address poverty, inequality, and exclusion.
5. Specify the major organizations that make up the international development and humanitarian systems and appreciate those organizations' interests.
6. Assess the benefits and drawbacks of foreign aid and other attempted solutions to developmental and humanitarian challenges.
7. Productively contribute to your own and fellow students' learning through careful and critical engagement with the course material, presentations, and active participation in classroom and online discussions.
8. Conduct your own research, develop and substantiate arguments, and communicate your analysis and findings through both speaking and writing.

PEDAGOGICAL APPROACH

This is an introductory course in that I do not assume that you will have any prior knowledge of the subject matter and in that we will only address a small fraction of the many political and socioeconomic phenomena relevant to international development, theories intended to explain those phenomena, and rich empirical evidence that scholars and others have collected in different settings. At the same time, this course will challenge you. We will cover concepts, theories, explanations, and empirical evidence that may be difficult to understand. To make sense of the course content, you will need to build on the skills that you have already begun to develop and to think about it carefully, logically, critically, and creatively. In other words, you will need to think like a social scientist, a scholar of politics and international development.

This is a difficult set of skills to acquire and I am committed to helping you develop it. I fully expect that some of the material I ask you to absorb and the tasks I want you to complete will be challenging and confusing. Indeed, I will expose you to new content and ways of knowing and thinking precisely so that you come up against and grapple with the limits of your own understanding. All this new-ness can be destabilizing and disorienting. This is good because not having the knowledge and skills needed to decipher social reality forces us to learn, to discard erroneous preconceptions, to make sense of existing explanations and develop new ones, to collect new empirical evidence that challenges our assumptions, and to communicate what we have learned to others through careful and clear writing and speaking based on evidence, rather than emotional arguments. I welcome your every question about any aspect of the course and this learning process, but you will also need to work hard to benefit from and do well in the course.

Involvement in class activities is an integral and necessary component of learning in the course. Active learning fosters students' ability to think clearly, logically, and critically and to develop essential analytical skills. Because my students are active participants in their learning, I expect you to be prepared for, attend, and productively contribute to our classes.

Equally important to this learning process is the development of your ability to conduct your own research. I have designed the assignments and the final exam in this course so that you will not only have to demonstrate your knowledge of the course material, but also collect additional empirical evidence, critically assess scholarly arguments, develop your own perspective, and—since academic work is a collaborative endeavor—present your analysis and findings in a coherent and articulate manner, in both writing and speaking, to me and to your fellow students.

ASSESSMENT

OVERVIEW

Grading scheme

Class involvement	15%
Quizzes	5%
Country expert presentation 1	5%
Country expert paper	10%
Country expert presentation 2	5%
Research proposal	5%
Research essay:	
Initial draft	10%
Final draft	15%
Final exam:	
In-class component	15%
Out-of-class component	15%
Extra credit	5%

Assignment submission deadlines and exam date

Country expert presentations	Variable
Country expert paper	February 26
Research proposal	April 3
Research essay:	
Initial draft	April 15
Final draft	April 29
Final exam	May 1, 9-10 am

ASSESSMENT DETAILS

Class involvement

The class involvement grade will reflect the productive contributions that you make to our discussions. You will need to demonstrate that you have read and reflected on the readings, paid attention to the content introduced by me, and carefully listened to your fellow students' contributions as well as ask questions and offer your own answers and analysis on class topics. To help you prepare for classes, I will often place questions for readings on Blackboard. Needless to say, you must show up to be a part of the shared intellectual work of the course. I expect you to attend every scheduled class meeting. See the Policies section of the syllabus for exceptions.

Quizzes

In some classes I will administer quizzes to ask a few questions about the content of readings or material covered in that class. These are low-stakes exercises intended to ensure and measure your engagement with the course content. Following the transition to online learning all quizzes will be posted on Blackboard at the start of the scheduled class time. You will have ninety seconds per question. For example, a quiz comprised of four questions will be available for six minutes. The quizzes will not be announced in advance and they cannot be made up if you miss a class or are not

online at the start of the scheduled class time, no matter the reason. The quiz in which you did worst during the semester will not count towards your final grade.

Country expert presentations

You will give two presentations. The first presentation will assess the extent to which an explanation covered in Part II of the course can account for the development trajectory of a Global South country of your choice. You will use your country expertise to discuss the explanatory power of the scholarly perspective under consideration. The second presentation will consider the same country's development experience in relation to a topic covered in Part III or Part IV of the course.

Feel free to consult me about the choice of your country case. To prepare the presentations, you will need to develop a good understanding of the chosen country's history; to do so you may use online sources such as Wikipedia, but the best presentations will draw on much more in-depth knowledge of the country, derived, for example, from reading a scholarly overview of its history. You may, but do not have to, use slides, videos, and other multimedia content in the presentations.

The primary purposes of the presentations are to provide you with an opportunity to gain in-depth knowledge of a country that you may otherwise know little about, share this knowledge with your peers, and thus enrich our discussions by providing an illustration of the practical ramifications of the theories and explanations of development and the proposed solutions to socially detrimental development outcomes addressed in the course. The two presentations will also measure your understanding of the course material and your ability to collect information.

You need to sign up for presentations here: <https://docs.google.com/spreadsheets/d/1Rn-xQuUDjgDpmtZ1kmpNHkCxQ9VbsGtdDA4Bauxq-qI/edit?usp=sharing>.

Depending on the number of students in the course, you will most likely prepare and deliver the presentations together with two other students. Because you will all become experts on the same country, you should work together on both presentations. You will have fifteen minutes to deliver the presentation. During the first half of the semester you will do it in the next 'discussion and presentations' class following the class in which we finish discussing the topic of the presentation. Following the transition to online learning you will prepare the presentation after I have posted the recording of the lecture on the topic, upload the recording of the presentation online, send the link—which I will share with all students in the course—to me, and answer my and your peers' questions about the presentation on Blackboard.

Country expert paper

In this paper, you will compare the explanatory power of two different scholarly perspectives covered in Part II of the course in relation to your chosen country case. You will need to demonstrate your understanding of the two explanations and discuss the extent to which both of them can account for the country's development trajectory. The paper should follow the usual university essay format: with an introduction—and, crucially, a thesis statement—main body in which you discuss whether the two explanations help us to make sense of the country's development trajectory, and conclusion. (I will provide you with a handout explaining how to effectively write argumentative essays.) The paper should be three-four pages long.

The paper must focus on the same country as your presentations and one of the two explanations that you compare in the paper must be the explanation that you discussed in your first presentation.

The primary purposes of the paper are to measure your understanding of the explanations of development (or lack thereof) and provide you with an opportunity to deepen your knowledge of your country case.

Research proposal

The purpose of the research proposal is to assist you in selecting an essay question from a list that I will provide, locating sources, and organizing your ideas as well as to provide you with feedback about your work that you can use as you prepare your research essay. The proposal should be 1 page long. It should: a) identify your selected question; b) state your thesis; c) outline the key arguments that you intend to advance in support of that thesis; and d) explain what scholarly and nonacademic sources you will draw on in your research essay. You should attach a one-page proposed bibliography to your proposal. You do not need to have read all the sources prior to proposal submission, but you will need to justify your choices.

Because of the transition to online learning, the research proposal workshop originally scheduled in the course is no longer feasible. I will provide you with written feedback on the research proposal unless you prefer to receive in-person, spoken feedback, in which case we will schedule a Zoom meeting.

Research essay

In the research essay you will answer one of the questions provided by me. You will build on the work you did while preparing the research proposal and develop a cogent argument that demonstrates your knowledge of the existing scholarship on the topic and ability to use empirical evidence found in secondary sources to develop your own explanation. The research essay must be on the same topic as the research proposal. The essay should be 6-8 pages long and follow the standard structure of a university essay. It should draw upon at least 10-12 *academic* sources; you may also use nonacademic sources.

Assessment of the essay will be in two parts.

First, you will prepare and submit to me an initial draft of the research essay. I will read the draft, assign the first grade for the essay, and provide you with feedback.

Second, you will revise the essay based on received feedback. You will submit the final draft of the essay along with the initial draft that you will have received from me. The second grade for the essay will assess the improvement that you have made to the assignment as well as the quality of your research and presentation and the cogency of your argument.

Final exam

You will write a two-part exam. The first, out-of-class component will consist of an essay. I will post the essay questions twenty-four hours before the exam. You will submit the essay at the start of the exam. The second part of the exam will comprise short answer questions, which you will answer during the scheduled exam time.

Extra credit

I encourage you to attend campus events relevant to the content of the course. I will announce such events in class and welcome suggestions of events of which I may not be aware. You can submit to me up to five short (approximately one-page-long) reflection papers detailing the content of events that I have announced in class and your response to the information and perspectives offered by speakers. I will increase your course grade by 1% for every reflection paper you submit. The announced events are open to all students. Only students who attend the events can receive extra credit.

ADDITIONAL INFORMATION

Assignment formatting

All assignments should be double-spaced with one-inch margins in Times New Roman 12-point font. All citations should follow the Chicago author-date style. The lists of sources, which you must submit with every written assignment, do not count towards the specified assignment length. If you choose to include a cover page, it also does not count towards the assignment length.

Assignment submission

During the first half of the semester, you will submit both electronic and paper copies of all of your assignments. Paper copy submission is not feasible following the transition to online learning; after March 14 all assignment submission will be electronic.

The electronic copy of every assignment should be submitted on Blackboard by 11.59 pm on the day that assignment is due. You can leave the paper copy in the box on the door of Guerry 211 on the same day or bring it to the next class. I will not grade any assignment until you have submitted both copies. Later submission will attract penalties specified below. The electronic and paper copies must be identical.

All written work must include the pledge.

I strongly advise you to keep rough and draft work *and* final copies of all of your assignments. You should keep all assignments until the marked assignments have been returned to you and the grades have been posted. You must also retain the initial draft of your research essay until you can resubmit them along with the final draft.

Late submission

I will not accept late submission of the out-of-class component of the final exam.

I will apply a late submission penalty of 1% of the assignment grade per weekday (Monday to Friday) to all other assignments submitted after the submission deadline. If the electronic and paper copies are submitted on different days, I will use the date of first submission to calculate any penalties.

As per University policies, the last day for submitting written work is the last day of classes: April 29.

I will not accept work submitted after that date.

Assignment return

I will grade and return all assignments submitted on time no later than two weeks after submission.

Grade appeals

If you wish to appeal your grade for any assignment, you should approach me no earlier than 72 hours and no later than two weeks after that assignment was returned to you. To appeal the grade, please submit a 150-200 word written explanation of why you wish to have the grade reviewed to me. I will decide whether or not to review the grade based on the strength of your argument. If I decide to review the grade, I may keep the grade that you originally received, reduce it, or increase it.

Grading scale

A+ = 97-100, A = 96-93, A- = 92-90, B+ = 89-87, B = 86-83, B- = 82-80, C+ = 79-77, C = 76-73, C- = 72-70, D+ = 69-67, D = 66-63, D- = 62-60, F = 59 or less

POLICIES

Contact

I strongly encourage you to raise questions not answered by the syllabus during classes and office hours.

In the first half of the semester, you are very welcome to stop by my office during office hours and discuss with me any aspect of the course or other academic concerns that you may have. Following the transition to online learning, feel free to use Google Chat to talk with me at any point during my regularly scheduled office hours.

You can also sign up for a ten-minute appointment (or, within reason, more than one such appointment) during my office hours on my [youcanbook.me](#) page. Additional appointments are available several times a week. Those appointments have to be booked at [youcanbook.me](#). When making your booking, please note whether you need to speak 'face-to-face.' If so, I will set-up a Zoom meeting and send a link for you to connect at the appointed time. Otherwise, we will talk via Google Chat at the appointed time. I am only available to speak with students during the times specified on the booking page.

During the first half of the semester, you may also call my office during office hours, although I will prioritize speaking to students who brave the elements to see me in person. I will generally not have time to return phone calls and I will not discuss the course on the phone outside office hours.

I am also happy to answer short questions via Blackboard messages or email. Questions that require more than one short response should be addressed during office hours. I will respond to emails and messages within one full working day. I have every confidence that you know better than to email or message your professors to ask questions answered in the syllabus.

Attendance

I expect you to attend every scheduled class meeting and I will take attendance. Following the transition to online learning, I will record you as absent from a class if you make no contribution to the Blackboard discussion on the topic covered in that class.

You may have up to three emergency absences before your grade is negatively affected. These absences may be used for any reason (illness, doctor's appointments, other responsibilities, school-sanctioned sports events, class field trips, etc.). They cannot include University no-cut mandatory attendance dates. The three emergency absence dates are "no questions asked"; that is, you do not need to communicate with me the reasons for your absence.

Except for documented medical emergencies, each additional absence will result in a reduction of your overall class involvement grade by 25%. I will also reduce your class involvement grade if you habitually arrive late or leave early.

It is your responsibility to obtain from fellow students notes on the material covered in classes that you miss.

Electronics

You may use a laptop or another electronic device with a keyboard to make notes and/or consult content relevant to the course. You may not use that device for any other purpose. Phones may not be used in the classroom unless explicitly permitted by me. Use of other electronic devices such as headphones and earbuds is not permitted. I will deduct your class involvement grade by 10% every time I notice that you are using an unauthorized electronic device during the scheduled class time.

Accommodations

The University of the South is committed to fostering respect for the diversity of the University community and the individual rights of each member of that community. In this spirit, and in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the University seeks to provide students with disabilities with the reasonable accommodations needed to ensure equal access to the programs and activities of the University. Any student with a documented disability needing academic adjustments is requested to speak with Student Accessibility Services and the instructor, as early in the semester as possible. If you have already requested accommodations, it is your responsibility to present your instructor with a copy of your academic accommodations letter from Student Accessibility Services which is located in the Dean of Students Office (931.598.1229). Accommodations will not be provided without this documentation, and accommodations cannot be applied retroactively. Additional information about accommodations can be found at <https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/>. If you have questions about physical accessibility, please inform your instructor so that we can ensure an accessible, safe, and effective environment.

Academic integrity

All forms of academic dishonesty, including plagiarism, are violations of the Honor Code and will be treated as such.

Plagiarism is assuming credit for the work of someone else. This means that every time you use someone else's words or refer to an idea of theirs, you must cite their work.

Additionally, all work should be a product of individual and original work (unless group work is assigned by the professor). Students at the University of the South are required to be familiar with and adhere to the Student Handbook and the Honor Code System. Refer to <http://www2.sewanee.edu/academics/catalog/>. If you ever have a question about an assignment or need additional help, please ask for assistance rather than jeopardize your academic career.

Title IX matters

Sexual misconduct is a violation of federal Title IX law and University policy. Disclosure of sexual misconduct to University faculty, staff, or student leaders (i.e. proctors) is not confidential and these individuals are required to make reports, including names and circumstances, to the University's Title IX Coordinator. To report incidents of sexual misconduct, please file a report at ReportSexualMisconduct.sewanee.edu or contact the Title IX Coordinator (Dr. Sylvia Gray, titleix@sewanee.edu). For more information on mandatory reporting please see the Mandatory Reporter Policy. For resources on support or confidential disclosure, please refer to the Sexual Misconduct Policy.

UNIVERSITY RESOURCES

Writing support

The Writing Center, located on the main floor of duPont Library, provides objective peer support to Sewanee students who seek assistance with their writing projects. The student tutors can help at any stage in the writing process, including topic development, rough drafts, final drafts, and revisions. Students should bring a copy of the professor's written instructions to the meeting. The Writing Center will not accept papers that are dropped off.

Research support

The Research Help Center in duPont Library is available for all of your research paper, project, and presentation needs. Our librarians can help with each stage of the research process, including topic selection and narrowing, outlining, finding resources, interpreting academic resources, avoiding plagiarism, and integrating research into your paper or presentation. Walk-ins are welcome, but appointments with a research expert are strongly encouraged. You can find more details and sign up for appointments at library.sewanee.edu/researchhelplibrarians/.

The Center for Speaking and Listening

The Center for Speaking and Listening, located on the main floor of duPont Library, provides peer support to Sewanee students who seek assistance with their presentations.

Politics study groups

The Department of Politics at Sewanee provides a study groups program, in which students study with advanced Politics majors who are preparing to take their comprehensive exams. Through partnerships, study group leaders will engage with interested students in helping students to read, study, and take notes more effectively; revise and reorganize written assignments; clarify concepts and provide examples, and create short- and long-term study goals. Please reference <http://www.sewanee.edu/academics/politics/politics-study-groups/> for more information about study groups, including schedules for study group leaders and instructions for joining a group.

Wellness

As a student, you may experience a range of challenges that can interfere with learning, such as stress, strained relationships, increased anxiety, substance misuse, mood changes, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. Free counseling, psychological, and psychiatric services are available at the University Wellness Center, and treatment does work. You can learn more about confidential mental health services available on campus at <http://www.sewanee.edu/student-life/university-wellness-center/counseling-and-psychological-service-caps/>.

SCHEDULE AND READINGS

All readings are available online through Blackboard or links in the syllabus. There is no textbook assigned in this course. Please pay attention to specified page numbers; in most cases only a section of a particular reading is required.

All readings listed in the syllabus are required.

I am likely to amend the schedule and readings to align them better with the learning needs of students in the course. For this reason, the schedule is tentative and likely to change as we move through the course material this semester.

PART I. INTRODUCTION AND KEY CONCEPTS

January 14: The great divide—poverty, illbeing, inequality, exclusion, and conflict in the contemporary world

Hickel, Jason. 2019. “Bill Gates Says Poverty Is Decreasing. He Couldn’t Be More Wrong.” *The Guardian*, January 29. <https://www.theguardian.com/commentisfree/2019/jan/29/bill-gates-davos-global-poverty-infographic-neoliberal>.

Matthews, Dylan. 2018. “The Global Top 1 Percent Earned Twice as Much as the Bottom 50 Percent in Recent Years.” *Vox*, February 2. <https://www.vox.com/policy-and-politics/2018/2/2/16868838/elephant-graph-chart-global-inequality-economic-growth/>.

Roser, Max and Esteban Ortiz-Ospina. 2019. “Global Extreme Poverty.” Oxford: Our World in Data. Parts 1-4. <https://ourworldindata.org/extreme-poverty/>. (skim)

Roser, Max. 2019. “Global Economic Inequality.” Oxford: Our World in Data. <https://ourworldindata.org/global-economic-inequality/>. (skim)

January 17: Development

Sen, Amartya. 2000. “Preface” and “Introduction: Development as Freedom.” In *Development as Freedom*. New York: Alfred A. Knoff. xi-xiv and 3-12.

Fukuyama, Francis. 2014. “Chapter 1: What is Political Development?” In *Political Order and Political Decay*. New York: Farrar, Straus, and Giroux.

January 21: Discussion

PART II. EXPLAINING DEVELOPMENT

January 23: Modernization

Rostow, W.W. 1990. “The Five Stages of Growth: A Summary.” In *The Stages of Economic Growth*. Cambridge: Cambridge University Press. 4-16.

January 28: Neoliberalism

Williamson, John. 1990. “What Washington Means by Policy Reform.” In *Latin American Adjustment: How Much Has Happened?*, edited by John Williamson. Washington, D.C.: Institute for International Economics.

Harvey, David. 2005. “Introduction.” In *A Brief History of Neoliberalism*. Oxford and New York: Oxford University Press. 1-4.

January 30: Progress—discussion and presentations

February 4: Geography

Diamond, Jared. 1997. “Prologue: Yali’s Question” and “Chapter 4: Farmer Power.” In *Guns, Germs, and Steel*. New York: W.W. Norton & Co. 1-18 and 63-70.

February 6: Geography—discussion and presentation

February 16, 3-4.15 pm: Historical legacies 1—colonialism

Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. “The Colonial Origins of Comparative Development: An Empirical Investigation.” *American Economic Review* 91 (5): 1369-1370 and 1395-1396.

Acemoglu, Daron, James A. Robinson, and Simon Johnson. 2002. “Reversal of Fortune: Geography and Institutions in the Making of Modern Income Distribution.” *Quarterly Journal of Economics* 117 (4): 1231-1237 and 1278-1279.

February 16, 4.15-5.30 pm: Historical legacies 2—dependency/underdevelopment

Hickel, Jason. 2017. “Aid in Reverse: How Poor Countries Develop Rich Countries.” *The Guardian*, January 14. <https://www.theguardian.com/global-development-professionals-network/2017/jan/14/aid-in-reverse-how-poor-countries-develop-rich-countries/>.

Frank, Andre Gunder. 1966. “The Development of Underdevelopment.” *Monthly Review*, 18 (4): 17-31.

February 18: Historical legacies 3—institutions and institutionalism

Rodrik, Dani, Arvind Subramanian, and Francesco Trebbi. 2004. “Institutions Rule: The Primacy of Institutions Over Geography and Integration in Economic Development.” *Journal of Economic Growth* 9 (2): 131-136.

February 23, 4.30-5.45 pm: Historical legacies—discussion and presentations

PART III. POLITICAL DEVELOPMENT

February 25: States, state capacity, and the origins of capable states

Fukuyama, Francis. 2014. “Chapter 1: What is Political Development?” In *Political Order and Political Decay*. New York: Farrar, Straus, and Giroux. (consult your notes or reread)

Opalo, Ken. 2020. “Fiscal Capacity in African States.” *An Africanist Perspective Blog*, January 9. <https://kenopalo.com/2020/01/09/fiscal-capacity-in-african-states/>.

Tilly, Charles. 1985. “War Making and State Making as Organized Crime.” In *Bringing the State Back In*, edited by Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol. New York, New York, United States: Cambridge University Press. 169–91.

Acemoglu, Daron. 2005. “Politics and Economics in Weak and Strong States.” *Journal of Monetary Economics* 52 (7): 1199–1205 and 1223–1224.

February 27: Developmental states and contemporary state-building

Kohli, Atul. 1994. “Where Do High Growth Political Economies Come from? The Japanese Lineage of Korea’s ‘Developmental State.’” *World Development* 22 (9): 1269–1271 and 1285–1288.

March 3: State capacity and state-building in development—discussion and presentations

March 5 & 10: Seeing like a state—the developmental pitfalls of capable states

Scott, James C. 1998. “Introduction.” In *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press. 1-8.

March 31: Political regimes and their developmental performance

Sen, Amartya. 1999. “Democracy as a Universal Value.” *Journal of Democracy* 10 (3): 3-17.

April 2: Neopatrimonialism

Bratton, Michael, and Nicholas Van de Walle. 1997. Chapter 2 (“Neopatrimonial Rule”). In *Democratic Experiments in Africa*. 61-68.

April 7 & 9: The patterns of domination—state, society, and development

Migdal, Joel S. “The state in society: an approach to struggles for domination”. In Migdal, Joel S., Atul Kohli, Vivienne Shue. 1994. *State Power and Social Forces: Domination and Transformation in the Third World*. New York: Cambridge University Press: 7-34.

Green, Duncan. 2019. “What is behind the Global Crackdown on Civil Society? In Conversation with Dom Perera and Tonu Basu.” *From Poverty to Power Blog (Oxfam)*, December 13. <https://oxfamblogs.org/fp2p/30502-2/>.

April 15: The politics of collective identities and its developmental effects

Miguel, Edward. 2004. “Tribe or Nation?: Nation Building and Public Goods in Kenya versus Tanzania.” *World Politics* 56 (3): 327-339, 343-348, and 360-362.

April 17: Political violence, conflict, and development

Gavin, Madeleine. 2016. “City of Joy.” Video (requires subscription—let me know if you do not have it): <https://www.netflix.com/title/80203094/>.

PART IV: WHAT IS TO BE DONE?

April 21: Foreign aid, the development and humanitarian relief industry, and the efficacy of development interventions

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