**POLITICS OF DEVELOPMENT (PLSC 390, 5 credits)**

**Fall 2022**

**Professor Horne**---**Contact email: Hornec**[**@wwu.edu**](mailto:Cynthia.Horne@wwu.edu)**(or directly through canvas)**

**Class meetings (AH 421):  MW 1:00-2:20**

**Office Hours (AH 440):  M 11:00-11:30, W 2:30-4:00 please make an appointment using the scheduler on Canvas, additional time possible on M mornings by zoom (please contact me for appt)**

**COURSE DESCRIPTION**

“Development” is a central global issue and near universal goal.  This course is motivated by a number of key questions in our quest to better understand the politics of development.

* What is development?
* How have certain historical legacies or resource capacities affected development trajectories?
* Which domestic and international factors contribute to more development, which have no effect, and which might even undermine development?
* Specifically, what types of development programs have been shown to promote progress in any or all of the development goals?
* Are there development challenges or opportunities particular to certain regions?
* What can be done to help countries emerge from poverty traps?

**LEARNING OUTCOMES**

**Student Learning Objectives**: To gain knowledge of the domestic and international, and historical and current impediments to and supports for development. To better understand how political decisions can have economic ramifications and how economic decisions can have political ramifications in the context of development.  To improve data literacy in the use of quantitative metrics of development drawn from international data sources, including reading and producing charts and graphs. To gain familiarity with the process of making basic charts and graphs to numerically represent ideas.

**GRADED MATERIALS**

1. Homework assignments                                     40%
2. Midterm                                                               25%
3. Final exam.                                                           25%
4. Participation                                                         10%

**There is no extra credit in this course. Please do not ask me for extra credit opportunities to make up for missed assignments.**

**Grading thresholds:  A=94-100; A-=90-93.99; B+=87-89.99; B= 84-86.99; B-= 80-83.99; D+=67-69.99, D= 64-66.99, etc.; F=below 59**

**MIDTERM AND FINAL EXAM**—Take home, open note, open book essay exams.  Multiple questions.  Will ask you to draw on the readings from the course to discuss development.  You will be required to cite from the readings this course--so take good notes!--

**PARTICIPATION and ATTENDANCE**

**I expect you to attend class.**I understand that things might get in the way of your best efforts to come to class. Maybe you have a club sport.  Maybe you are sick.  Maybe you have a family matter. Maybe you oversleep your alarm or miss the bus.   So you have **4 discretionary absences. This is 2 weeks of course time!  It is already a lot.  Please do not ask me for more.**After these 4 discretionary absences, your participation grade will decrease by 5 points for each additional absence. So, if you are absent 5 times and have earned an 88 overall for participation, you will receive an 84.

In the event that you have additional extraordinary absences please come talk with me.  Depending on the circumstances and documentation of absences, we can work on possible alternatives to ensure you are not missing class content and receiving credit for participation.

This course requires your ACTIVE participation. I expect you to come to class each day having completed the **assigned readings** and ready to engage in a discussion about the materials. **If you come to class and do not participate, or if your primary contribution is about materials you learned in another course or read in another venue, your participation grade will be lowered to reflect that.**

The following is offered as a general set of guidelines regarding participation grades.  Other things being equal, regular attendance and occasional questions/comments/short responses related to course reading will merit a grade in the range from C to B-.  Participation characterized by regular attendance and specific questions *about the reading* that show a good grasp of more than the basics and lead to clarification of concepts and arguments presented by the authors will generally merit a grade of B to a B+.  **Regular attendance and perhaps 1 comment over the course of a 1.5 hour class represents average participation in the B range.**Students who go beyond this level to extend particular ideas from the reading and engage actively during our 1.5 hours of class (multiple and regular participation) will merit grades in the A range.

**This syllabus is subject to change, although I will work to minimize changes.  Changes will be announced in class and/or posted on the canvas website. Students will be held responsible for all changes. YOU MUST CHECK THE CANVAS WEBSITE FOR UPDATES. THIS IS YOUR RESPONSIBILITY.**

**REQUIRED READING (you can get them for free from booksc.org)!!! and they are provided under "files".**

1. Chapters from Carol Lancaster and Nicolas Van de Walle. 2018. *The Politics of Development.*Oxford Handbook. Oxford University Press.  (they are listed as chapters in the syllabus)
2. Excerpts from Abhijit Banerjee and Esther Duflo. 2011.*Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty.*  Public Affairs Books.
3. Excerpts from Paul Collier, *The Bottom Billion*. 2008. Oxford University Press.
4. Excerpts from Jeffrey Sachs, 2015. *The Age of Sustainable Development*. Columbia University Press.

**PART I:  INTRODUCTION: THINKING ABOUT DEVELOPMENT AND POVERTY**

**September 21--first day of class.**

**Please Check out the United Nation’s Sustainable Development Goals.**[**https://sdgs.un.org/goals (Links to an external site.)**](https://sdgs.un.org/goals)

The United Nations Sustainable Development Goals (SDGs) capture a multifaceted set of 17 development objectives, covering economic, gendered, environmental, social, and political issue areas.  These goals include: the eradication of extreme poverty, the promotion of universal primary education, reductions in child mortality, the promotion of gender equality, combatting diseases, and ensuring environmental sustainability, to name a few.   Taken together, these goals are part of a complex understanding of “development” that is much broader than just economic development. We will engage across these development areas, and “recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.”[https://www.undp.org/sustainable-development-goals (Links to an external site.)](https://www.undp.org/sustainable-development-goals)  To that end, we will explore the reticulated relationships between different aspects of development, focusing on potential areas of complementarity and tradeoffs.

**September 26: Defining and Measuring Development**

* Sachs, *The Age of Sustainable Development, Chapters 1-2*

**September 28: Poverty Traps**

* Collier, Chapter 1, The Bottom Billion

\*\*will preview upcoming HW in class\*\*

**Due October 1st -HW 1- Human Development Index and poverty**

**--take a look at the module content.  Complete the HW by 11:59pm on Saturday October 1 (2 short canvas submissions).**

**PART II: SOME POSSIBLE CAUSES OF UNDERDEVELOPMENT**

**October 3: Why is it some countries don’t develop?**

* Sachs, Chapter 4

*\*\*\*Come to class ready to talk about some of the factors associated with development or lack of development\*\*\**

**October 5—Geography and Structural Factors**

* Chapter 3: “Structuralism,” Elliott D. Green

**Due October 8th due—HW 2 Module on Demography**

Demography is a structural factor.  Please take a look at Module 2 and complete the HW assignment by Saturday October 8th, 11:59pm.

**October 10: Modernization—lack of modernization**

* Chapter 1: “Modernization Theory: Does Economic Development Cause Democratization?” Jose Antonio Cheibub and James Raymond Vreeland in Oxford Handbook-The Politics of Development

**October 12---Dependency Theory**

* Chapter 2 “Dependency Theory,” James Mahoney and Diana Rodríguez-Franco
* “Development in a Changing World,” FERNANDO HENRIQUE CARDOSO Former President The Federative Republic of Brazil An Interview with Andrew Horesh, Kathryn Ogden, and Laura Tilghman Providence, RI, 10 October 2003 (under files)

**October 17: Legacies of Colonialism**

* Chapter 16: “Colonialism and Development in Africa,” Leander Heldring and James A. Robinson
* there is some debate about how many countries in the world were never colonized at all-or were never colonized by Western Europe
  + map of European colonial influence [https://www.vox.com/2014/6/24/5835320/map-in-the-whole-world-only-these-five-countries-escaped-european (Links to an external site.)](https://www.vox.com/2014/6/24/5835320/map-in-the-whole-world-only-these-five-countries-escaped-european)

**October 19—Resource Curse**

* Chapter 12: “The Politics of the Resource Curse: A Review,” Michael L. Ross
* Collier, Chapter 3 in the Bottom Billion, “The Natural Resource Trap”

**October 24—Conflict and Development**

* Chapter 11: “Civil Conflict and Development,” Håvard Hegre
* Collier, Chapter 2 in the Bottom Billion, “The Conflict Trap”

**October 26—no class midterm—take home midterm due by Saturday October 29th, 11:59 pm.**

**PART III: ADDRESSING POVERTY TRAPS**

**October 31—Foreign Aid**

* Chapter 7 in the Bottom Billion, “Aid to the Rescue”
* Jeffrey Sachs, The Case for Aid, [https://www.jeffsachs.org/newspaper-articles/6xkmz5ftcdx926xwgggywhn2rh35h9 (Links to an external site.)](https://www.jeffsachs.org/newspaper-articles/6xkmz5ftcdx926xwgggywhn2rh35h9)
* The Millennium Villages Project
  + Listen to--[https://www.thelancet.com/doi/story/10.1016/audio.2018.04.10.106859#.WtEVVLgwBJ8.twitter (Links to an external site.)](https://www.thelancet.com/doi/story/10.1016/audio.2018.04.10.106859#.WtEVVLgwBJ8.twitter)
* The fog of development: Evaluating the Millennium Villages Project, [https://fsi.stanford.edu/news/fog-development-evaluating-millennium-villages-project (Links to an external site.)](https://fsi.stanford.edu/news/fog-development-evaluating-millennium-villages-project)

**November 2—Foreign Aid and Debt Forgiveness**

* Dambisa Moyo, "Why Aid is not working and how there is a better way for Africa"

[https://www.youtube.com/watch?v=8FkVNpNiLd0 (Links to an external site.)](https://www.youtube.com/watch?v=8FkVNpNiLd0)[Shape, arrow

Description automatically generated](https://www.youtube.com/watch?v=8FkVNpNiLd0)

**November 7: International development institutions: Focus on Africa**

* IMF and Africa: Sixty Years of Africa's Development,[**https://www.youtube.com/watch?v=h-Z7U3-KPHs (Links to an external site.)**](https://www.youtube.com/watch?v=h-Z7U3-KPHs)**[Shape, arrow

  Description automatically generated](https://www.youtube.com/watch?v=h-Z7U3-KPHs)**
* Economist article--China and Africa Investment [https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:2a7dfc42-438c-4bbe-8c55-bd06b474cd5f (Links to an external site.)](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Facrobat.adobe.com%2Flink%2Ftrack%3Furi%3Durn%3Aaaid%3Ascds%3AUS%3A2a7dfc42-438c-4bbe-8c55-bd06b474cd5f&data=04%7C01%7Chornec%40wwu.edu%7Ccdff28984fdb4424a01408da0f543ba2%7Cdc46140ce26f43efb0ae00f257f478ff%7C0%7C0%7C637839151728749757%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=NXHk%2B0hNDm1gujv86w3CQ8qwKvRHZJ9wOyrjAYOZfuw%3D&reserved=0)

**November 9: Targeting poverty traps**

* Banerjee and Duflo, *Poor Economics*Chapters 1-2
* TedTalk by Esther Duflo on the use of RTC in poverty alleviation research. [https://www.ted.com/talks/esther\_duflo\_social\_experiments\_to\_fight\_poverty#t-565252 (Links to an external site.)](https://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty#t-565252)

**November 12- HW 3 Module on Comparative Development metrics, complete by November 12, 11:59pm**

**November 14: Hunger and Health**

* Banerjee and Duflo, *Poor Economics*Chapter 3
* Sachs, Chapter 5-“Ending Extreme Poverty” in *Sustainable Development*.

**November 16:  Education**

* Sachs, Chapter 8 "Education for All" in *Sustainable Development*.
* Banerjee and Duflo, *Poor Economics*Chapter 4

**November 19--HW 4—Education and Development and Gender comparisons, due November 19th, 11:59 pm**

**November 21: Gender and Education**

1. The World Bank has a number of education initiatives to promote girls education. Please review the website.  [https://www.worldbank.org/en/topic/girlseducation (Links to an external site.)](https://www.worldbank.org/en/topic/girlseducation)  and read the fact sheet [https://blogs.worldbank.org/education/unleashing-potential-young-women-and-girls-everywhere (Links to an external site.)](https://blogs.worldbank.org/education/unleashing-potential-young-women-and-girls-everywhere)

1. Check out --J-PAL Africa, Investing in Girls Education, 25 October 2021 [https://www.povertyactionlab.org/blog/10-25-21/investing-girls-education-top-3-lessons-evidence (Links to an external site.)](https://www.povertyactionlab.org/blog/10-25-21/investing-girls-education-top-3-lessons-evidence)

**\*\*there are a number of interesting projects on the poverty lab website.  Check them out! Come prepared to talk about one of the projects. \*\***

1. Read short article--MENA Education boys--under 'files'

**No class Wednesday November 23-Thanksgiving Break**

**November 28: Microfinance and entrepreneurs—Bottom-up support**

* Watch TedX Talk- Muhammad Yunus--Nobel Prize winner and architect of microfinance in Bangladesh... "A History of Microfinance" [https://www.youtube.com/watch?v=6UCuWxWiMaQ (Links to an external site.)](https://www.youtube.com/watch?v=6UCuWxWiMaQ)[Shape, arrow

  Description automatically generated](https://www.youtube.com/watch?v=6UCuWxWiMaQ)
* Banerjee and Duflo, *Poor Economics,*Chapters 7 and 9

**November 30: Wrap up**

* World Bank Summary "Does Microfinance still hold promise for reaching the poor?" [https://www.worldbank.org/en/news/feature/2015/03/30/does-microfinance-still-hold-promise-for-reaching-the-poor (Links to an external site.)](https://www.worldbank.org/en/news/feature/2015/03/30/does-microfinance-still-hold-promise-for-reaching-the-poor)

**\*\*\*\*PASS OUT FINAL EXAM\*\*\***

FINAL EXAM DUE Wednesday December 7th--12:00 noon.

**ADDITIONAL IMPORTANT INFORMATION**

**COURSE REMINDERS-LOGISTICS-SUPPORTS**

I am committed to establishing and maintaining a classroom climate that is inclusive and respectful for all students. Learning includes being able to voice a variety of perspectives, and classroom discussion is encouraged. While students’ expressed ideas may vary and/or be opposed to one another, it is important for all of us to listen and engage respectively with each other. I am committed to an environment free of discrimination and harassment—as is Western. Law and Western’s equal opportunity and sexual misconduct policies protect everyone against discrimination based on: Race, Color, Creed, Religion, National Origin, Sex (including pregnancy and parenting status), Age, Disability, Marital Status, Sexual Orientation, Genetic Information, Veteran Status, and Gender Identity and Expression. (Contact EOO at 360-650-3307 and/or see Equal Opportunity)

**Student Conduct Code**

It is important that, as a Western student, you understand the university’s student conduct process. [Review the full listing in reporting a concern & making a complaint. (Links to an external site.) (Links to an external site.) (Links to an external site.)](https://wp.wwu.edu/officeofstudentlife/reporting-a-concern-or-complaint/)  This also includes Ethical Conduct with WWU Network and Computing Resources, [https://atus.wwu.edu/ethical-conduct-wwu-network-and-computing-resources (Links to an external site.) (Links to an external site.) (Links to an external site.)](https://atus.wwu.edu/ethical-conduct-wwu-network-and-computing-resources). The policies in place for civil discourse and behavioral expectations in the classroom also apply during remote instruction.  These policies align with state law and provide protections to students and faculty, as well as consequences for misbehavior. Important policies related to integrity, academic honesty, discrimination, plagiarism, academic accommodations, equal opportunity and rights, medical excuse policies, and student code of conduct rules are available on this website.  I present a few reminders here for our course. I will review some of them here, but please do check out **This course uses WWU’s syllabi guidelines, which can be found here**[https://syllabi.wwu.edu/ (Links to an external site.) (Links to an external site.) (Links to an external site.)](https://syllabi.wwu.edu/).

**Integrity statement**

As a community, Western is committed to integrity in all aspects of academic and campus life. I will uphold all aspects of Western’s Academic Honesty Policy and Procedure, and Student Rights and Responsibilities Code.  They are published in the University catalog in Appendix D, *University Academic Policies.*Please review these integrity guidelines should you have any questions. [http://www.wwu.edu/integrity/ (Links to an external site.) (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site. (Links to an external site.) (Links to an external site.) (Links to an external site.)](http://www.wwu.edu/integrity/) The Western Coalition for Integrity can provide you with information and help answer your questions in the event that you are confused about what WWU upholds as integrity procedures and guidelines.

**Plagiarism, Copying and Academic Dishonesty**

Plagiarism is presenting as one’s own–in whole or in part–the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgement. See the Library’s [Plagiarism Policies & Guidelines (Links to an external site.) (Links to an external site.) (Links to an external site.)](http://libguides.wwu.edu/plagiarism) for examples and citation guides.

Please do your own work.  Sharing your homeworks with others would constitute academic dishonesty.  Sharing google drives and copying materials directly from them and pasting them into your homeworks, papers and submissions would also constitute academic dishonesty.  See [Appendix D: Academic Honesty Policy & Procedure (Links to an external site.) (Links to an external site.) (Links to an external site.)](https://catalog.wwu.edu/content.php?catoid=15&navoid=3367) of the catalog for examples, procedures, and methods of appeal and [Ensuring Academic Honesty (Links to an external site.) (Links to an external site.) (Links to an external site.)](http://www.wwu.edu/registrar/contact.shtml) for appeal rules and timeline.

Please don’t plagiarize, copy from others or engage in behavior that you think constitutes academic dishonesty. **If any part of your coursework is plagiarized, copied or shared (outside of group assignments) you will fail the assignment.  Moreover, as per my requirements to uphold integrity at WWU, I will follow campus required reporting procedures.**

**Accommodations**

Reasonable accommodations for persons with documented disabilities should be established within the first week of class and arranged through Disability Access Center (DAC) [drsfrontdesk@wwu.edu](mailto:drsfrontdesk@wwu.edu)**or call (360) 650-3083.**I will work with you and Western Washington University to support you and meet any documented needs.  Policies. [http://www.wwu.edu/drs/students\_policy\_procedure.shtml (Links to an external site.) (Links to an external site.) (Links to an external site.) (Links to an external site.)](http://www.wwu.edu/drs/students_policy_procedure.shtml)

**Religious Accommodations**Western provides reasonable accommodation for students to take holidays for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization.  Students seeking such accommodation must provide written notice to their faculty within the first two weeks of the course, citing the specific dates for which they will be absent. “Reasonable accommodation” means that faculty will coordinate with the student on scheduling examinations or other activities necessary for completion of the course or program and includes rescheduling examinations or activities or offering different times for examinations or activities. Additional information about this accommodation can be found in [SB 5166: Providing religious accommodations for postsecondary studentsopen\_in\_new(opens in new window) (Links to an external site.) (Links to an external site.) (Links to an external site.)](https://app.leg.wa.gov/billsummary?BillNumber=5166&Initiative=false&Year=2019).

**Student Services**

Western encourages students to seek assistance and support at the onset of an illness, difficulty, or crisis.

In particular, Title IX makes it clear that violence and harassment based on sex which includes sexual harassment, gender-based harassment, and sexual violence (sexual assault, domestic violence, dating violence, stalking) is prohibited. Under Title IX, rape and sexual assault are forms of illegal sex discrimination. Survivors of sexual violence have the right to file a discrimination complaint or seek advice and assistance from the Equal Opportunity Office (EOO) in Old Main 345 (360) 650-3307; University Police (360) 650-3911 (emergency) or 650-3555 (report); Bellingham Police, 911 (emergency) or (360) 778-8800 (report). There are also confidential resources on campus such as Consultation & Sexual Assault Support (CASAS) in Old Main 585B, (360) 650-3700; Student Health Center, Campus Services, (360) 650-316; Counseling Center in Old Main 540, (360) 650-3164.