

Department of Political Science & International Relations
School of Humanities & Social Sciences
Nazarbayev University
Spring Semester, 2017

PLS 341:
Politics of Development

Class hours:	1400-1450 Hrs Mondays; Wednesdays; Fridays
Classroom:	8.154
Instructor:	Dr. Mwita Chacha
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Office hours:	Mondays & Wednesdays: 1530 - 17:30 Hrs; and strictly by appointment only

Description. This course examines the political economy of developing states and major policy issues related to economic development. Our focus will be on theories of development, domestic and international factors influencing economic development, the role of the state in facilitating (or inhibiting) development, and the effects of governance and regime type on development. We also examine important issues in development including domestic political systems, intrastate conflict, resources, and human development.

Major questions that will guide us throughout this course include: What role does politics play in economic development? What effect do institutions have in economic growth? How influential are international factors in a country's development trajectory? Why do some governments employ seemingly ineffective development policies?

At the end of this course, students will be expected to know about the trajectories of development, promoters and inhibitors of development, and be in a position to evaluate policy prescriptions proposed and implemented to address developmental issues. Specifically, the course has the following learning objectives:

- Students will be able to present their ideas and the information in an appropriate format
- Students will be able to describe and interpret basic qualitative and quantitative data and evidence
- Students will know the foundational literature in study of international development.
- Students will be able to synthesize arguments within the study of international development
- Students will be able to make their own evidenced-based arguments
- Students will be able to listen to and be tolerant of different ideas

Disclaimer: Information, including deadlines, assignments, and reading materials outlined in this syllabus are subject to change.

PREREQUISITES

This is an upper level course involving a wide array of international relations readings. Students taking this course **MUST** have already taken Introduction to International Relations and Introduction to Comparative Politics. It is highly advisable to have taken Political Science Research Methods prior to taking this course. Upper level courses including International Relations Theory, Quantitative Methods, and United Nations are **HIGHLY** recommended but not required prerequisites for this course.

REQUIRED READING MATERIALS

Main Text: *The Elusive Quest for Growth* by William Easterly [Abbreviation: WE]

Main Text: *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It* by Paul Collier [Abbreviation: PC]

Main Text: *Prosperity and Violence: The Political Economy of Development* by Robert H. Bates [Abbreviation: RB]

Additional Reader: *Dead Aid: Why Aid is not working and how there is a better way for Africa* by Dambisa Moyo [Abbreviation: DM]

The instructor will provide any other reading material assigned during the course of the semester.

All readings for this course have been compiled in one folder for your convenience. The instructor will provide you with a link to the Dropbox folder.

COURSE EXPECTATIONS: PARTICIPATION

Students are expected to participate in class discussions which address assigned readings and issues pertinent to the topics scheduled for a given class period. This rule will be the key to your class experience, since best comprehension can only be facilitated through preparation before the class and active participation through in-class discussions. Completion of all assigned readings *prior* to the scheduled class will increase the benefits of class attendance and can serve as a good metric of your comprehension of the material. Both quantity and quality of participation will be evaluated. Distractions due to the use of cellular phones, computers, tablets, chatter, and napping/sleeping during class will adversely affect your participation points.

Please note:

1. Attendance **technically does not** count as participation, but will affect your participation points beyond three unexcused absences.
2. Participation will account for 10% of your grade.

Participation points will be based on the following general rubric:

- **8.5-10.0:** Student participates consistently at every class meeting, their comments show that they have read the material beforehand and/or their comment quality is very high.
- **6.0-8.5:** Student participates every other class meeting, their comments show that they have read the material beforehand and/or their comment quality is very high.
- **4.5-6.0:** Student participates every class meeting, but shows low comment quality (just talks for participation points). OR: Student participates every other class meeting, their comment quality is satisfying.
- **3.0-4.5:** Student participates, but not regularly. However, they are clearly following the conversation and being thoughtful about it.
- **1.0-3.0:** Student participates but not regularly, seems distracted most of the time.
- **0:** Student has never participated.

COURSE EXPECTATIONS: READINGS POP QUIZZES

In the course of the semester I shall give ten quizzes on the readings. These quizzes will each account for 1% of your grade (10% total). These brief quizzes are intended to assess the extent to which students keep up with readings and class discussions. These quizzes will be in the form of 2-5 questions on key points in the readings assigned in any given week. The quizzes will be on any of our meeting days, but it is most likely that quizzes will be administered on Fridays.

COURSE EXPECTATIONS: EXAMS

There will be two (2) regular in-class exams, each accounting for 20% of your final grade. The exams will be administered over the stated week. The first exam will be on material covered during the first part of this course to evaluate your grasp of foundations of the study of development and domestic determinants of development. The second exam will test your grasp of topics covered in the second part of the semester on international determinants of development and developmental consequences of various aspects of domestic politics. The exams will be administered in three parts: The first part will be composed of 10 questions on the core concepts of the material covered; the second part will ask four short essay questions to evaluate your ability to synthesize readings with lecture material; the third part will provide you with two long essay questions from which you will answer only one. This last part of the exam will evaluate your critical assessment skills.

COURSE EXPECTATIONS: SPECIAL TOPICS DISCUSSION

During the course of the semester, we will have six (6) discussions on specific topics related to international development. Students will be divided into groups of four (4) and their task will be to prepare and lead discussion on these topics. The instructor will assign topics to each of these groups and will give students specific guidelines on what they should prepare for and what resources they should rely on. Each group will be required to submit a detailed outline of their discussion immediately following the discussion session. Leading discussion will account for 10% of your final grade. At the beginning of the semester, the instructor will pair students into groups of three. Each group will be responsible for preparing and leading discussion on the topics listed in this syllabus. Students will be expected to thoroughly research their assigned topic. The instructions for this assignment are simple: each group will be expected to prepare a 25-minute lecture on the topic and plan for a 15-minute discussion session. This will require each pair to develop at least five (5) discussion questions. Each group will be required to submit a detailed outline that will include a one (1) page summary of their discussion and key issues they are to discuss in class along with the discussion questions immediately following the discussion session. I will not grade any summary beyond one page. Your summary must use 12-point Times New Roman font with 1-inch justified margins. Citations must adhere to the Chicago Style.

COURSE EXPECTATIONS: BOOK CRITIQUE

We will be reading one non-fictional book on international development during the semester. As part of your assessment, you will be required to write a 1000-word critique of this book. The critique will offer a brief summary of the text, strengths and weaknesses of the author's arguments, and the applicability of the text to the politics of development. You will be expected to incorporate other themes covered in this course. The due dates of these critiques are indicated in this syllabus. Late submissions will not be graded. Each critique will account for 15% of your final grade.

COURSE EXPECTATIONS: POLICY BRIEF

To give students practical research experience on International Development, each student will be expected to prepare a 1000-word policy brief in which you will evaluate the progress that a country assigned to you at the beginning of the semester has made towards fulfilling the Millennium Development Goals. Using the UNDPs goals along with country progress reports accessed via this link <http://tinyurl.com/mdgreports> and other resources, you will evaluate a country's needs, strengths, and goals. You will then recommend to which areas resources should be channelled, while justifying your position. These papers should be double-spaced using 12-point Times New Roman font. Papers should have 1-inch justified margins on all sides (left, right, top, and bottom). This assignment will account for 15% of your final grade.

ACADEMIC HONESTY, ATTENDANCE, MAKE-UPS, & OTHER BUSINESS

Academic Honesty: Students are subject to Nazarbayev University's Student Code of Conduct. It is your responsibility to familiarize yourself with academic regulations and procedures. In particular, familiarize yourself with the university's policy on plagiarism, and consult the instructor immediately if you do not un-

derstand what plagiarism is. I will NOT tolerate any instances of plagiarism and academic dishonesty. Any and all instances of suspected academic misconduct will result in a failing grade in the assignment concerned in addition to other disciplinary action from the University authorities, including withdrawal from the course with a failing grade (F).

What is **Plagiarism**? According to the University's Student Code of Conduct,

Plagiarism is intentionally or carelessly presenting the work of another as ones own. It includes submitting an assignment purporting to be the students original work, which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgment of sources. Plagiarism occurs when a person:

1. Directly copies one or more sentences of another persons written work without proper citation. If another writers words are used, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation. This includes cut and paste from the internet or other electronic sources;
2. Changes words but copies the sentence structure of a source without giving credit to the original source, or closely paraphrases one or more paragraphs without acknowledgment of the source of the ideas, or uses graphs, figures, drawings, charts or other visual/audio materials without acknowledging the source or the permission of the author;
3. Submits false or altered information in any academic exercise. This may include making up data for an experiment, altering data, citing nonexistent articles, contriving sources, etc.;
4. Turns in all or part of an assignment done by another student and claims it as their own;
5. Uses a paper writing service, has another student write a paper, or uses a foreign language translation and submits it as their own original work.

University Attendance Policy: Students are expected to attend **ALL** classes. Attendance will be taken during each class period. You are entitled to three unexcused absences. However, if you miss class during quizzes, you will not be able to make-up for it and will lose all relevant points. Your attendance will influence your participation points. Any absences beyond the three unexcused absences (up to six) will result in a deduction of 2.5 % each from your participation points. Any absence beyond these six will result in a withdrawal from the course or a failing (F) grade in the course.

Make-up & Re-grading: Absolutely no make-up quizzes or exams will be administered. If you miss class during a reading quiz or exam without an iron-clad, documented reason presented no later than the day following the administered quiz or exam, the instructor will assume that you chose to forfeit the points awarded to those particular assignments. If you miss class during class discussion sessions, you will lose all relevant points. Only the following situations are excusable:

- 1) Serious illness (common colds and allergies don't count) documented by a visit to the physician;
- 2) Hospitalization of an immediate family member (parents and/or siblings) also documented by a physician and a note from your parent;
- 3) A death in the family documented by a copy of the obituary and a note from your parent.

If you want a reading quiz re-graded, you have one week from the time it is returned to you to turn it in for a re-grade. No re-grading will be considered after this one week. The entire work will be re-graded. If you choose to do so, you must turn in, on a separate sheet of paper, a short typed memo describing why you think your grade should be changed. Note that the new grade may be higher, lower or equal to the original grade. There will be no re- grading of re-graded assignments.

For final exams, students will have 48 hours to launch a re-grade request, documented in the same manner as reading quizzes.

Note Taking: You should take notes during the course of our class meetings. Any PowerPoint used in this course will be extremely limited and sparse. These notes will be useful as you prepare for your quizzes and final exams and will help you comprehend material covered in this course. Keep in mind that the slides I will use in this course will be quite dearth.

ETIQUETTE

- You are expected to be in class on time and to remain in class for the entire 75 minutes. Late arrivals or leaving the classroom for more than five minutes will be considered absences.
- Absolutely no make-up exams or quizzes will be administered in this course.
- Absolutely no extra-credit assignments will be administered in this course.
- Tardiness in turning in assignments will not be tolerated. I will not accept nor grade assignments turned late.
- As International Relations students, I expect you all to keep up with global events that are relevant to this course. Class discussions will be motivated by some of these events happening around us.
- Cell phones must be turned off during all class sessions. No electronic devices will be allowed in class. (This includes computers). Any act contrary to this requirement will result in a total loss of all participation points (all 15%).
- You will treat each other with respect. I will not tolerate any rudeness directed at your fellow classmates or myself. Such incidents will be reported to the Vice Dean for Academic Affairs for disciplinary action and the instructor may recommend your withdrawal from the course.
- While you are welcome to email me anytime about any issue you may be having in the class, please note that I will not respond to emails regarding information that is contained in this syllabus, grades, nor emails that fail to conform with proper salutation and email etiquette. When you write to your instructor you MUST address him using such now uncommon phrases as, Dear Professor etc. You MUST use correct English in the email. Any emails that read like a text message WILL NOT receive a reply. (This means writing the word “you” as “u” and not capitalizing the beginning of each sentence is unacceptable.)
- I reserve the right to change this syllabus, including adding or subtracting readings, changing due dates, etc. but will give students ample warning in writing.

GRADING

Grading Scale:

	B+: 85-89.99	C+: 70-74.99	D+: 55-59.99	F: 0-49.99
A: 95-100	B: 80-84.99	C: 65-69.99	D: 50-54.99	
A-: 90-94.99	B-: 75-79.99	C-: 60-64.99		

Grading Components:

<i>Class Performance</i>	Participation	10%
	Quizzes	10%
<i>Special Topics Discussion</i>		10%
<i>Exams</i>	Exam 1	20%
	Exam 2	20%
<i>Book Critique</i>		15%
<i>Policy Brief</i>		15%
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	Total	100%

IMPORTANT DATES:

Add/Drop Deadline	13/20 January.
Exam 1	22, 24, 27 February.
Women's Day	8 March.
Withdrawal Deadline	10 March.
Spring Break	20-24 March.
Book Critique due	17 March.
Exam 2	10-14 April.
Policy Brief due	1 May.

COURSE SCHEDULE:

BACKGROUND

WEEK 1

Wednesday, 11 January: Introduction and course overview

Friday, 13 January: Defining Development

Readings

-WE Ch. 1: To help the poor

-CP Ch. 1: Falling behind and falling apart: The bottom billion

-Sachs, Jeffrey. *The end of poverty: Economic possibilities for our time*. New York: Penguin Press, 2005.
Ch. 1: A global family portrait

WEEK 2

Monday, 16 January: Examining development trends

Wednesday, 18 January: Classical theories of development

Friday, 20 January: Additional reader discussion

Readings

-WE Chs. 2 & 3

-Rostow, Walt Whitman. *The Stages of Economic Growth: A non-communist manifesto*. Cambridge: Cambridge University Press, 1960. Ch. 2: The Five Stages of Growth
A Summary

WEEK 3

Monday, 23 January: New theories of development

Wednesday, 25 January: History and development

Friday, 27 January: Special Topics Discussion: Colonialism, Neocolonialism and development

Readings

-Acemoglu, Daron, Simon Johnson, and James A. Robinson. "Institutions as a fundamental cause of long-run growth." *Handbook of economic growth* 1 (2005): pp. 385-472.

Recommended "Guns, Germs, and Steel" [Documentary on National Geographic](#)

DOMESTIC POLITICS AND DEVELOPMENT

WEEK 4

Monday, 30 January: The role of the state in development

Wednesday, 1 February: The state as an inhibitor of development

Friday, 3 February: Additional reader discussion

Readings

-RB Chs. 3-6

WEEK 5

Monday, 6 February: Democracies and development

Wednesday, 8 February: Autocracies and development

Friday, 10 February: Special Topics Discussion: Good governance and development

Readings

Olson, Mancur. 1993. Dictatorship, Democracy, and Development. *The American Political Science Review*

87, no. 3 (1993):pp. 567-576.

-Przeworski, Adam, Fernando Limongi, and Salvador Giner. "Political regimes and economic growth." *The Journal of Economic Perspectives* 7, No. 3 (Summer, 1993), pp. 51-69.

WEEK 6

Monday, February 13: State capitalism

Wednesday, February 15: The case for the East Asian model

Friday, February 17: Special Topics Discussion: The China model and the developing world

Readings

-Bremmer, Ian. "State capitalism comes of age: The end of the free market?" *Foreign Affairs* 88, no. 3 (2009): pp. 40-55.

-Stiglitz, Joseph E. "Some Lessons from the East Asian Model." *The World Bank Research Observer* 11, no. 2 (1996): pp. 151-177.

WEEK 7: EXAM 1

Monday, 20 February: How foreign aid is supposed to work

Wednesday, 22 February: Exam 1 (Part 1)

Friday, 24 February: Exam 1 (Part 2)

INTERNATIONAL DETERMINANTS OF DEVELOPMENT

WEEK 8

Monday, 27 February: Exam 1 (Part 3)

Wednesday, 1 March: The failure of foreign aid

Friday, 3 March: Special Topics Discussion: Alternatives to foreign aid

Readings

-WE Chs. 6 & 7

-CP Ch. 7

WEEK 9

Monday, 6 March: Foreign aid conditionality

Friday, 10 March: Reforming foreign aid institutions

Readings

-Crawford, Gordon. "Foreign aid and political conditionality: Issues of effectiveness and consistency." *Democratization* 4, no. 3 (1997): 69-108.

-Dreher, Axel. "The development and implementation of IMF and World Bank conditionality." *HWWA Discussion Paper* 165 (2002).

-Easterly, William. "The cartel of good intentions: the problem of bureaucracy in foreign aid." *The Journal of Policy Reform* 5, no. 4 (2002): 223-250.

WEEK 10

Monday, 13 March: Trade liberalization as prelude to development

Wednesday, 15 March: Regional integration and development

Friday, 17 March: Special Topics Discussion: North-South Economic Agreements

Readings

-PC Chs. 6 & 10

-Neumayer, Eric and Laura Spess. "Do bilateral investment treaties increase foreign direct investment to developing countries?" *World development* 33, no. 10 (2005): pp. 1567-1585.

-Buthe, Tim and Helen V. Milner. "The Politics of Foreign Direct Investment into Developing Countries: Increasing FDI through International Trade Agreements?." *American Journal of Political Science* 52, no. 4

(2008): 741-762.

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OTHER TOPICS IN DEVELOPMENT

WEEK 12

Monday, 27 March: The effect of domestic political strife

Wednesday, 29 March: Corruption and development

Friday, 31 March: The resource curse

Readings

-WE Chs. 11-12

-PC Chs. 2, 3 & 5

WEEK 13

Monday, 3 April: Geopolitics and development

Wednesday, 5 April: Financial and debt crises

Friday, 7 April: Special Topics discussion: Women and development

Readings

-Thacker, Strom C. "The high politics of IMF lending." *World Politics* 52, no. 01 (1999): pp. 38-75.

-Masie, Desne. "How African debt got on the global auction block." *New African* 565 (October 2016): pp. 48-55.

Naude, Willem Adriaan. "The financial crisis of 2008 and the developing countries." *United Nations University, World Institute for Development Economics Research Discussion Paper* 2009/1 (2009).

WEEK 14: EXAM 2

WEEK 15

Monday, 17 April: Development as a human right?

Wednesday, 19 April: An assessment of the new Sustainable Development Goals

Friday, 21 April: Policy brief

Readings

Sengupta, Arjun. "Right to development as a human right." *Economic and Political Weekly* 36, No. 27 (July 7-13, 2001) pp.2527-2536.

-Sachs, Jeffrey D. "From millennium development goals to sustainable development goals." *The Lancet* 379, no. 9832 (2012): pp. 2206-2211.