Why are some countries rich and well-developed while other countries remain underdeveloped and poor? What role do political institutions, both domestic and outward-oriented, play in economic development? In this course we examine classic and contemporary answers to these questions, and consider evidence for competing explanations. We start with Adam Smith, and move through theories of dependency, import substitution, and export-based development. We conclude with contemporary theories on the connection between economic development and political institutions. We explore national economies from all continents, with special emphasis on countries outside the North Atlantic that have grown and developed, to varying extents, since World War II. (This course was formerly titled "States and Markets.")

Course Materials:

All course materials will be posted onto Blackboard, or available through the University of Rochester library website. Readings marked with an asterisk (*) are available on Blackboard. Lecture slides will available on Blackboard before the start of each class.


Course Requirements:

Students are expected to attend class regularly, do the assigned reading, complete all assignments, and participate in class discussions and activities. The assignments comprise a five page paper (20%) due on March 24th (at the beginning of class), a midterm examination (10%) to be held at the beginning of class on March 1st, a final five page paper (20%) due on April 29th (in my faculty mailbox, my office, or in an nearby box by 3:30 PM), a final examination (20%) to be held Friday, May 6th, 2016 at 8:30 AM, one economic report, to be done in collaboration with another student (10%), and in-class participation in discussions and assignments (20%).

Prompts for all written assignments will be distributed at least two weeks before the due date.

Both papers will have attached to them a full first draft that has been reviewed and marked up by a classmate. Students are required to make changes specified by the peer editor. Failure to attach such a draft, or to make
changes, will result in a 10-point loss on the assignment. Criteria for peer editing will be distributed with the first prompt.

**Grading scale:**

93 to 100% - A  
90 to 92.99% - A-  
87 to 89.99% - B+  
84 to 86.99% - B  
80 to 83.99% - B-  
77 to 79.99% - C+  
74 to 76.99% - C  
70 to 73.99% - C-  
Below 69.99% - failing

*All students will receive an extra 2% on their grade if at least 95% of students in the class complete online course evaluations.*

Late assignments will be deducted three points for each 24-hour period or fraction thereof that they are late.

**Re-grades:**

Students should feel free to contact me about re-grades due to arithmetic errors. If students feel that grades were incorrectly given, they can re-submit the assignment to me with a memorandum of at least 200 words explaining why they thought they deserve a different grade. Requests for re-grades should be made within 72 hours after the results have been passed back. I reserve the right on re-grades to lower, raise, or maintain any grade.

**Written work standards:**

All written work should be written in Times New Roman font, size 12, double-spaced, with 1" margins on all sides of the paper. Citations are mandatory, in either Chicago or MLA style. The bibliography at the end does not contribute to the page count.

The rubric for grading all essays is found below.

**Studying and collaboration:**

You are welcome to study and discuss paper drafts with classmates. Doing so is a valuable skill and means of feedback. Please send me clarification questions when you have them. I reserve the right not to answer any inquiries seeking feedback on potential grades or the value of arguments.

All final work *must* be your own product.

**Accommodations:**

If you need accommodations, please coordinate these with the Center for Excellence in Teaching and Learning well in advance of deadlines. Their information and policies can be found at [http://www.rochester.edu/college/cetl/undergraduate/index.html](http://www.rochester.edu/college/cetl/undergraduate/index.html)

*I cannot make these arrangements for you; you must contact CETL (formerly LAS) yourself.*
There will be no make-ups for students who miss assignment deadlines. If you cannot make deadlines, for prior reasons only, please let me know at least 48 hours in advance, and we can make alternative arrangements. I will ask you for verifiable evidence of any emergency.

**Academic Honesty:**

Conduct in class, during assignments and examinations, and in writing coursework should conform to the University's policies on academic honesty. The policy can be found at [http://www.rochester.edu/college/honesty](http://www.rochester.edu/college/honesty)

Be sure to cite all your sources. When in doubt, add a footnote or endnote. In-text citations are acceptable. All country reports and independent papers should contain a bibliography at the end. Wikipedia is not considered a reliable source of information for this class, and should never be cited as an authority.

Use *Writing with Sources*. Throughout the semester, we’ll discuss more on proper citation and writing.

Any instance of plagiarism will result in zero credit for the assignment and referral of the student(s) involved to the College Board on Academic Honesty.

**Course Outline**

Readings with an asterisk can be found on the course Blackboard website. All other articles are available for reading and download through the University of Rochester library website.

Two asterisks (**) signify a discussion section. Students should come to class prepared to discuss all readings assigned prior to and on that date.

I reserve the right to drop or replace readings to better direct learning and sharpen the focus of the course. All readings are required unless otherwise indicated.

Part 1: Classical Theories on Political Economy

**January 14 - Introduction to the Course**


**January 19**


**January 21**


**January 26**


**January 28**


**Part 2: Why the West Industrialized First**

**February 2**


**February 4**


**February 9**


**February 11**


**February 16**


**Part 3: The Mid-Century Developmental State, Its Rise, and Its Crisis**

**February 18**


**February 23**


**February 25**


**March 1**

**Thirty-minute midterm examination at the beginning of class.**


**March 3**


**March 8 - NO CLASS; SPRING BREAK**

**March 10 - NO CLASS; SPRING BREAK**

**March 15**


**March 17**


**March 22**


**March 24**

**First five-page paper due today at the beginning of class.**

March 29


March 31**

Part 6: India and Africa

April 5


April 7

April 12


April 14**


Part 7: China

April 19

**April 21**


**April 26 – Final Discussion**


**FINAL PAPER DUE FRIDAY, APRIL 29TH BY 3:30 PM TO MY OFFICE OR FACULTY MAILBOX, THIRD FLOOR OF HARKNESS HALL.**
<table>
<thead>
<tr>
<th></th>
<th>A (Above Standards)</th>
<th>B (Meets Standards)</th>
<th>C (Approaching Standards)</th>
<th>D (Below Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compleness (25 points)</td>
<td>All parts of the assignment are addressed</td>
<td>A minor part of the assignment is unaddressed or it is unclear how the author is addressing it.</td>
<td>A major part of the assignment is unaddressed or it is unclear how the author is addressing it.</td>
<td>Two or more major parts of the assignment are unaddressed or it is unclear how the author is addressing them.</td>
</tr>
<tr>
<td>Clarity (25 points)</td>
<td>Ideas are provided in a logical and organized order that makes it easy to follow the author's argument and thoughts. The author provides guidance to readers. Grammatical and spelling errors are minimal.</td>
<td>Ideas are provided in a fairly logical order that makes it not too hard for readers to follow the argument. Grammatical and spelling errors occur.</td>
<td>Ideas are not presented in an organized or logical order, making the argument difficult to follow. Grammatical and spelling errors occur.</td>
<td>Many ideas are not in an expected or logical order, making the essay confusing. Grammatical and spelling errors are frequent.</td>
</tr>
<tr>
<td>Support (25 points)</td>
<td>Every point in the argument is supported with valid inferences from evidence or logic.</td>
<td>Minor points are unsupported or supported with invalid or tendentious inferences from evidence or logic.</td>
<td>At least one major point is unsupported or supported with invalid or tendentious inferences from evidence or logic.</td>
<td>Many major points are unsupported or supported with invalid or tendentious inferences from evidence or logic.</td>
</tr>
<tr>
<td>Research (15 points)</td>
<td>More than five sources, of which at least three are peer-reviewed journal articles or scholarly books, are used. Sources include both general background sources and specialized sources. Politicized or popular sources are acknowledged as such when used.</td>
<td>Five sources, of which at least two are peer-reviewed journal articles or scholarly books, are used. Politicized or popular sources are mostly acknowledged as such when used.</td>
<td>Five sources, of which at least two are peer-reviewed journal articles or scholarly books, are used. Politicized or popular sources are used without acknowledgement.</td>
<td>Fewer than five sources are used, or fewer than two of the minimum five sources used are peer-reviewed journal articles or scholarly books.</td>
</tr>
<tr>
<td>Source Documentation (10 points)</td>
<td>Correct attributions are provided for all quotations, esoteric facts, and original research.</td>
<td>Correct attributions are not provided for quotations, non-trivial facts, and original research.</td>
<td>Correct attributions are not provided for quotations, non-trivial facts, and original research.</td>
<td>Correct attributions are not provided for quotations, non-trivial facts, and original research.</td>
</tr>
</tbody>
</table>