

University of Rochester
Department of Political Science

**IR 221: INTERNATIONAL POLITICS OF DEVELOPMENT
SPRING 2010**

Instructor: Tatiana Vashchilko

Office Hours: MW 2:00-4:00 PM, and by appointment

Class Location: MEL 205

Office: Harkness 320B

Class Lectures: MWF 10:00-10:50 AM

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Required Texts:

Handelman, Howard. 2009. *The Challenge of Third World Development*, Fifth Edition. New York: Longman.

Paul Collier. 2008. *The Bottom Billion: Why Poor Countries are Failing and What Can Be Done About It*. Oxford.

Oatley, Thomas. 2009. *International Political Economy: Interests and Institutions in the Global Economy*. New York: Longman.

Recommended Texts:

Easterly, William. 2007. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin.

Sachs, Jeffrey. 2006. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin.

WELCOME! Why are some countries richer, more stable, and more industrialized than others? An examination of the origins of the modern state, the links between different governance systems and development, and political aspects of development will help to answer this question. This course will focus on the transformation of developing countries in view of globalization, democratization and economic liberalization. Specifically, the course will introduce students to current theories of development and contending theoretical approaches in comparative political economy. Students are expected to complete oral and written assignments which are designed to help them develop their problem solving, writing and presentation skills.

ASSIGNMENTS AND GRADE DISTRIBUTION

	% of Total	Maximum Possible Points
Mid-Term Exam I (February 22 nd)	20%	100
Mid-Term Exam II (March 31 st)	20%	100
Final Exam (May 5 th , 12:30pm)	25%	125
International Advisor's Paper (February 10 th)	10%	50
Government Official's Paper (March 19 th)	10%	50
Discussion Session (Advisor's team)	5%	25
Discussion Session (Government's team)	5%	25
In-class tasks	5%	25

COURSE POLICIES

Lectures: I expect you to be on time at every lecture, and you have the right to expect that every lecture will start and end on time. You have the right to determine how much reading you need to do well in the class, but I expect you to read the assigned chapter(s) and papers in the Course Outline before each class. You have the right to learn passively in class. That is, I will not force you to participate by calling on you. But I am going to create an effective learning environment in the classroom. And there is a lot YOU can do to help to make a good learning environment for yourself and your classmates. This includes not only active participation in class by asking questions and getting involved in class tasks, but also avoiding any distracting activities, such as coming to lecture late or leaving it early, reading newspapers during the lectures, or even talking with other students. All of that will make it impossible to give a good lecture and add value to you and your colleagues. I will appreciate you turn off cell phones before class begins. **PLEASE AVOID ANY DISTRACTING ACTIVITIES DURING THE LECTURE!!!**

Attendance: I will take attendance every day by doing small in-class tasks or pop-quizzes, which can be in the very beginning or very end of the class, or in the middle of the class. Moreover, coming to every lecture gives you the opportunity to earn those 5% that sometimes is crucial in raising the grade from C+ to B-. **IT IS IMPORTANT TO BE IN CLASS!!!**

In-Class Tasks: All in-class tasks will be in the form of questions or simulations to enhance your intuition of the subject matter and understanding of core principles. Every in-class task will be worth some points, and at the end of the semester it will account for 5% of your grade.

International Advisors Team – Host Government Game: In the beginning of the semester you will identify those countries that you think are in need of advisory assistance on various development issues that might be problematic for countries to resolve on their own. Each student will join an international advisory team in one country as well as a home government team of another country. Each student will prepare two short papers on the major problems that the chosen countries are facing and possible solutions to these problems. One paper is on the country for which a student will work as an international advisor. The second paper is on the country for which a student will work as a government official. At the end of the semester we will have discussion sessions between paired international advisory team and a government team on finding possible solutions to the identified development problems for a particular country. Each international advisory team has to choose an international organization that it represents.

Exams: The total number of exams is THREE: TWO midterms and a final. The length of each midterm exam is 50 minutes. The length of a final exam is 1 hour and 40 minutes. You will need a pencil or pen and a calculator on your exams, and you are not allowed to use a cell phone or to borrow a calculator during the exam. The exam scores will be available by the next week class period. All exams are closed book. Each exam will focus on all the material covered before the exam. There are two sections in each exam: a concept part and an essay part. Each section will account for 50% of your grade. I will provide a sample exam before the first midterm.

Make-ups: If you miss an exam without any valid excuse, you will receive 0 points for the exam. With a valid excuse you will be allowed to take the regular subsequent exam instead of the one you missed without penalty. As a result the weight of the missed exams with a valid excuse will be reallocated to the remaining exams.

Grades and Grading Scale: As one of my professors has noted, “grades are a carrot that encourages learning.” I will not hesitate to give a poor grade, if your performance indicates that you have not learned the material, but I want everyone in this class to do well.

Regrades: I will give you the grade that reflects at what rate your assignment is correct. I will put every effort to do it the first time around. I reserve the right to raise, leave the same or lower the grade. I will regrade the work in its entirety. If you would like to regrade your work, please, write the

memo explaining why you are uncomfortable with grade and why you think your work should be regraded.

DISABILITY ACCESS

University of Rochester encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access let me know as soon as possible. I'm here to help!

VALID EXCUSES

During the course many possible situations may arise that would result in your inability to attend class, attend exams, or perform at a minimally acceptable level during an examination. Illness or injury, family emergencies, certain University approved curricular and extra-curricular activities, and religious holidays can be legitimate reasons to miss class or to be excused from a scheduled examination.

In the case of your own illness or injury, confirmation from a physician, physician's assistant, a nurse practitioner, or a nurse is required. Barring extraordinary circumstances, the confirmation must be available to the instructor prior to the missed course event.

With regard to family emergencies, you must provide verifiable documentation of the emergency. Given the vast array of family emergencies the instructor will provide precise guidance as to what constitutes adequate documentation. Unless the emergency is critical you should notify the instructor in advance of your absence from the scheduled course event. In cases of critical emergencies, you must notify the instructor within one week of your absence.

For University approved curricular and extra-curricular activities, verifiable documentation is also required. The student should obtain from the unit or department sponsoring the activity a letter (or class absence form) indicating the anticipated absence(s). The letter must be presented to the instructor at least one week prior to the first absence. In the case of religious holidays, the student should notify the instructor by the third week of the course of any potential conflicts.

ACADEMIC HONESTY

University of Rochester Policy on Academic Honesty:

University of Rochester defines academic honesty as the respect of "the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property" (from Arts, Science and Engineering College Academic Honesty Policy, http://www.rochester.edu/college/honesty/docs/Academic_Honesty.pdf)

"Academic dishonesty can involve a wide range of offenses. Our policy lists several types of offenses, including (but not limited to): Plagiarism, Copying papers, Copying answers on exams, Any other act that represents someone else's work as your own, Misuse of library materials such as the removal of books from the libraries without formally checking out the items, or the intentional hiding of materials, or the refusal to return reserve readings to the library, etc., Obtaining an exam prior to its administration, Using unauthorized aid during an examination. Academic dishonesty is not limited to those offenses listed above. The best course of action if you're not sure if what you're doing constitutes academic dishonesty is to ask first. Ask via e-mail if possible, and save a copy of the response" (Definition of Academic Dishonesty in the Arts, Science and Engineering College Academic Honesty Policy <http://www.rochester.edu/college/honesty/students.html#con>).

COURSE OUTLINE AND READING LIST

January 13-15. Overview of the course policies and readings. Theories of Development.

Syllabus.

Handelman, Ch. 1.

Paul Collier, Ch. 1.

January 18. Martin Luther King Day – NO CLASSES.

January 20, 22. Three Approaches to Explain Why Development Is So Hard to Achieve: Domestic Factors.

Handelman, Ch. 2, 4.

Alesina, Alberto and Eliana LaFerrara. 2005. Ethnic Diversity and Economic Performance. *Journal of Economic Literature* 63: 762-800.

Lake, David and Matthew Baum. 2003. The Political Economy of Growth: Democracy and Human Capital. *American Journal of Political Science* 47(2): 333-347.

January 25, 27, 29. Three Approaches to Explain Why Development Is So Hard to Achieve: Geographic Location.

Diamond, Jared. 2005. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: Norton.

Hausman, Ricardo. 2001. Prisoners of Geography. *Foreign Policy*: 45-53.

February 1, 3, 5. Three Approaches to Explain Why Development Is So Hard to Achieve: Domestic Institutions.

Handelman, Ch. 2, 3.

Engerman, Stanley and Kenneth Sokoloff. 2000. History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World. *Journal of Economic Perspectives* 14(3): 217-232.

Mehlum, Halvor, Karl Moene, and Ragnar Torvik. 2006. Institutions and Resource Curse. *Economic Journal* 116: 1-20.

February 8, 10, 12. The Legacy of Colonialism and Development.

Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. The Colonial Origins of Comparative Development. *American Economic Review* 91(5): 1395.

Easterly, William. 2007. The Ideology of Development. *Foreign Policy*.

Frieden, Jeffrey A. 1994. International Investment and Colonial Control: A New Interpretation. *International Organization* 48(4): 559-593.

February 15, 17, 19. Does International Economy and International Institutions Impede Development?

Love, Joseph L. Raul Prebisch and the Origins of the Doctrine of Unequal Exchange. *Latin American Research Review* 15: 45-72.

Stiglitz, Joseph. 2006. *Making Globalization Work*. New York: Norton (excerpts).

February 22 – MIDTERM I

February 24, 26. Development Policy and Development Politics: Import Substitution Industrialization

Oatley, Ch. 6.
Handelman, Ch. 10.

March 1, 3, 5. Development Policy and Development Politics: Export-Oriented Industrialization.

Oatley, Ch. 7.

March 8, 10, 12. SPRING BREAK - NO CLASSES.

March 15, 17, 19. Trade and Development

Sally, Razeen. 2008. The Political Economy of Trade Policy Reform: Lessons from Developing Countries. *The Journal of International Trade and Diplomacy* 2(2): 55-96.
Williamson, John. 1990. What Washington Means by Policy Reform, in *Latin American Adjustment: How Much Has Happened?* Ed. by John Williamson. Washington, DC: Institute for International Economics.
Dollar, David and Aart Kray. 2002. Spreading the Wealth. *Foreign Affairs* 91: 120-133.
Rodrik, Dani. 2001. Trading in Illusions. *Foreign Policy March/April*: 55-62.

March 22, 24. Multinational Corporations and Development.

Oatley, Ch. 9.
Spar, Debora and David Yoffie. 1999. Multinational Enterprises and the Prospects for Justice. *Journal of International Affairs* 52: 557-581.

Drezner, Daniel W. 2000. Bottom Feeders. *Foreign Policy* November/December: 64-70.

March 26, 29. International Finance and Development.

Oatley, Ch. 13, 14.
Schmukler, Sergio. 2003. Financial Globalization: Gain and Pain for Developing Countries. The World Bank Research Paper # 30141.
Bhagwati, Jagdish. 1998. The Capital Myth: The Difference between Trade in Widgets and Dollars. *Foreign Affairs* 77: 7-12.
Edwards, Sebastian. 1999. A Capital Idea. *Foreign Affairs* 78: 18-22.

March 31 – MIDTERM II

April 2, 5, 7, 9. Conflict and Development

Collier, Ch. 2.
Handelman, Ch. 9.
USAID on Conflict and Development:

http://www.usaid.gov/our_work/cross-cutting_programs/conflict/
http://www.usaid.gov/our_work/cross-cutting_programs/conflict/publications/docs/CMM_ConflAssessFrmwrk_May_05.pdf

April 12, 14, 16. Foreign Aid and Development.

Collier, Ch. 7, 11.

Easterly, William. 2007. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin. (Excerpts).

Sachs, Jeffrey. 2006. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin. (Excerpts).

April 19, 21, 23, 26, 28. Student Presentations.

May 5 (Wed), 1230 – Final Exam