

POLS 335

Comparative Political Economy of Development Summer B Term 2016

Lecturer: Jennifer Noveck, PhC

Course Term: July 21 – August 18, 2016

Course Time: Monday-Thursday, 2:20-5pm

Course Location: Thompson 231

Course Website: <https://canvas.uw.edu/courses/1050433>

Office Hours: Tuesday/Wednesday, 12:00-1pm

Office Hours Location: Gowen 45

Email: jnoveck@uw.edu

COURSE DESCRIPTION

This course is an introduction to the political economy of development. We examine the following questions throughout the quarter: How does politics shape economic development across countries and within countries over time? What political institutions matter for explaining variation in economic development, why do these institutions matter, and where did they come from? What role do culture, education, inequality, access to finance, corruption and the provision of public goods play in economic development?

ASSIGNMENTS AND EVALUATION

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- Students are expected to keep up with the required readings and to attend class everyday. You should read, listen, or watch the assignments in the order that they are assigned.
 - Late assignment policy: Barring an extraordinary excuse or a medical note, all late assignments will be marked down for each day following the due date.
 - Your assignments should be crafted as evidence-based analysis, reflecting the leading academic research on each topic. Your work needs to be carefully written and supported by direct evidence derived from the available data and existing research.
 - Use references and cite sources from peer-reviewed research literature. Wikipedia, Spark Notes, and related websites are **not** valid sources. Use in-text citations and a full bibliography to support any claims and to acknowledge any data sources.

There are only two conditions under which make-ups will be administered: family emergency or serious illness (doctor's note required). Any other circumstances do not count (work commitments, schedule conflicts, etc.). If you do not submit the assignment and you do not contact me via email or in office hours well in advance of the deadline, you will receive a zero.

1. Group Presentation (20%)

Beginning on **Wednesday, July 27** we will have group presentations. I will assign groups randomly. You are not allowed to change groups or presentations dates without a valid excuse, which you inform me of well in advance of your scheduled dates. Presentations will be approximately 30-45 minutes in length, with 30 minutes of presenting by two group members, followed by 15 minutes of Q&A by your classmates and myself. You are expected to take the entire 30 minutes so plan and practice your presentation accordingly. **You are required to prepare a PowerPoint Presentation and post it the day of your presentation on the Presentations Discussion board online (preferably in PDF format), before lecture.** Q&A participation is vital and will count towards your individual participation grades. Therefore, it is highly recommended that you be sure to attend lecture and do not miss presentations!

A separate document will provide additional details and description of this assignment, as well as a full schedule and group listing, will be posted on the course website. This will include details as to how you will be graded. Please be active and do your part to contribute to the group.

2. Short Writes (25%)

In lieu of a midterm or final, you will have three short writing assignments of approximately 500-750 words will be due online every Monday, starting Monday, August 1. These writing exercises will be centered on synthesizing course content and demonstrating to me your understanding of the materials. While your understanding and usage of course content is the most important aspect of these assignments, grammar, style, and clarity are important and will contribute to your grade. **They are due online on August 1, 8, and 15 before the start of class.**

3. Participation (15%)

Students cannot participate if they are not present to do so. Since I am serious about grading participation, the safest conclusion to draw is: attend class and check the Canvas Discussion boards daily. Not all participation is created equal. You will be graded on the relevance, cogency and persuasiveness of your oral contributions. During class discussion and online, you should draw from the week's readings and lecture. That means that you should complete the readings before you have walked into class. I do realize, however, that some people are less inclined to talk in class than others. If you have a tendency to be reluctant to speak in public, you should participate daily on the Discussion boards. If you have additional concerns, please come see me during office hours or send me an email, and we can discuss strategies that will allow you to participate in class discussions or online. I also reserve the right to add one additional pop quiz to the schedule **at any time** if class discussion is unsatisfactory. To avoid an unannounced quiz, please come prepared and be an active participant!

4. Final Paper (40%)

As this course is for writing credit, the final paper will be the major assignment for this class. I

will provide five prompts that your 8-10 page paper, double-spaced, must coherently and clearly answer. These prompts will be big questions related to course materials (and some may even appear in the course description), therefore, these papers should be argumentative in nature with a thesis statement, topic sentences, and supporting paragraphs with evidence. The evidence that you provide will come directly from course materials and outside materials should not be used. This is not a research paper nor is it a policy paper. This is an argumentative paper that is designed for you to demonstrate your knowledge of the course materials. A document explaining the expectations and outlining the grade breakdown will be posted and emailed.

Due Dates for paper drafts are as follows:

Thursday, July 28: Choose a prompt to answer and write a one-page outline of the course materials (lecture, presentations, and readings), and include a tentative bibliography for that outline. This will require that you look at the full reading schedule and incorporate potential citations from the future readings. We will discuss the prompts with peers and myself at the end of seminar on Monday, July 26 (approximately 30 minutes). The assignment is due electronically on the Canvas website under Assignments. This will be **5% of the final paper grade**.

Thursday, August 4: Three pages double-spaced that starts to convert your outline into prose (full sentences, real paragraphs) and answers the prompt. It is likely that your outline will adjust a bit as the course goes on and we have more lectures. Therefore, this draft should include a revised one-page outline at the beginning of your paper. This assignment should therefore be four pages total. You should have a fully developed and clear thesis statement (that starts with “I argue that”) in your introduction paragraph and you should start to develop topic sentences. The assignment is due electronically on the Canvas website under Assignments. This should not exceed four pages in length of content, five pages total with bibliography. This will be **10% of the final paper grade**.

Thursday, August 11: 5-6 double-spaced page draft of the final paper and bibliography due. Your bibliography must contain all of the sources that you use in the draft to date. You must also take into account the feedback that I provided from your first draft. Grammar, clarity, and style will all count on this draft. This will be **15% of the final paper grade**.

Monday, August 15: You are also required to provide two peer reviews to two classmates (randomly assigned) online. This is **10% of the final paper grade**. You must take peer reviews seriously in order to receive full points on your final paper. Guidelines will be issued and if you provide no feedback or poor feedback your grade will suffer. Providing feedback and edits is a valuable skill for any job, so you should take this part of the assignment just as seriously as the rest.

The final paper (8-10 pages double spaced) is due Friday, August 18, 11:59pm, online. Your final bibliography must contain all sources used (with matching in-text citations) and it must be correctly formatted. Comments from peer reviews and my feedback must be included. This will be **60% of the final paper grade**. If your paper is late for any unapproved reason, points will be taken off the top of your grade.

LECTURE & READING SCHEDULE

Date	Topic & Reading
Jul 21	<p>Introduction: Puzzles in CPE of Development & Best Practices</p> <ol style="list-style-type: none"> 1. Introductions 2. What is CPE of Development? 3. Olson, Mancur. 1996. Big Bills Left on the Sidewalk. Why Some Nations are Rich, and Others Poor. <i>The Journal of Economic Perspectives</i>. 10(2): 3-24. 4. Humphreys, Macartan and Jeremy Weinstein. 2009. "Field Experiments and the Political Economy of Development." <i>Annual Review of Political Science</i> 12: 367-378. 5. Go over the syllabus and assignments
Jul 25	<p>What is a poverty trap?</p> <p>Required Reading and Viewing:</p> <ol style="list-style-type: none"> 1. Banerjee, Abhijit V. and Esther Duflo. 2011. <i>Poor Economics</i>. Public Affairs. Chapter 1. 2. Read and Listen to Why Are Some Countries Rich and Others Poor? NPR. http://www.npr.org/blogs/money/2012/03/16/148680705/why-are-some-countries-rich-and-others-poor
Jul 26	<p>What is a poverty trap? Why are some countries poor?</p> <ol style="list-style-type: none"> 1. Kraay, Aart and David McKenzie. 2014. Do Poverty Traps Exist? Assessing the Evidence. <i>Journal of Economic Perspectives</i>. 28(3): 127-148. 2. C.W. 2014. Poverty Traps: Do poor countries really get richer? Free Exchange Blog. <i>The Economist</i>. http://www.economist.com/blogs/freeexchange/2014/09/poverty-traps-0
July 27	<p>Food and Nutrition</p> <p>Required Reading:</p> <ol style="list-style-type: none"> 1. Banerjee, Abhijit V. and Esther Duflo. 2011. <i>Poor Economics</i>. Public Affairs. Chapter 2. 2. Sen, Amartya. 1981. Ingredients of Famine Analysis: Availability and Entitlements. <i>The Quarterly Journal of Economics</i>. 96(3): 433-464. 3. Rosenberg, Tina. 2014. <i>A Green Revolution, This Time for Africa</i>.

	<p>New York Times. http://opinionator.blogs.nytimes.com/2014/04/09/a-green-revolution-this-time-for-africa/</p> <p>1st Group Presentation</p>
Jul 28	<p>Health</p> <p>Required Reading and Viewing:</p> <ol style="list-style-type: none"> 1. Banerjee, Abhijit V. and Esther Duflo. 2011. Poor Economics. Public Affairs. Chapter 3. 2. Sachs, Jeffrey and Pia Malaney. 2002. The economic and social burden of malaria. Nature 415: 680-685. http://www.nature.com/nature/journal/v415/n6872/full/415680a.html 3. Alsan, Marcella. 2014. The Effect of the TseTse Fly on African Development. Working Paper. http://healthpolicy.fsi.stanford.edu/sites/default/files/tsetse_working_paper.pdf 4. Gettleman, Jeffrey. 2014. Despite Aid Push, Ebola is Raging in Sierra Leone. http://www.nytimes.com/2014/11/28/world/africa/despite-aid-push-ebola-is-raging-in-sierra-leone.html <p>Final Paper Outline due</p>
Aug 1	<p>Education</p> <p>Required Reading and Viewing:</p> <ol style="list-style-type: none"> 1. Banerjee, Abhijit V. and Esther Duflo. 2011. Poor Economics. Public Affairs. Chapter 4. <p>Short Write #1 due</p>
Aug 2	<p>Family & Gender</p> <p>Required Reading and Viewing:</p> <ol style="list-style-type: none"> 1. Banerjee, Abhijit V. and Esther Duflo. 2011. Poor Economics. Public Affairs. Chapter 5. 2. Solnit, Rebecca. 2013. A Rape a Minute, a Thousand Corpses a Year. Huffington Post. http://www.huffingtonpost.com/rebecca-solnit/violence-against-women_b_2541940.html 3. Kristof, Nicholas D. and Sheryl WuDunn. 2009. The Women's Crusade. Saving the World's Women. New York Times. http://www.nytimes.com/2009/08/23/magazine/23Women-

	<p>t.html?pagewanted=all&_r=0</p> <p>Suggested Reading:</p> <ol style="list-style-type: none"> 1. Sen, Amartya. 1990. More Than 100 Million Women are Missing. The New York Review of Books. http://www.nybooks.com/articles/archives/1990/dec/20/more-than-100-million-women-are-missing/ 2. Rosenberg, Tina. 2009. The Daughter Deficit. Saving the World's Women. New York Times. http://www.nytimes.com/2009/08/23/magazine/23FOB-idealab-t.html 3. Fincher, Leta Hong. 2013. China's Entrenched Gender Gap. Op-ed. New York Times. http://www.nytimes.com/2013/05/21/opinion/global/chinas-entrenched-gender-gap.html?pagewanted=all <p>2nd Group Presentation</p>
Aug 3	<p>Access to Finance</p> <p>Required Reading and Viewing:</p> <ol style="list-style-type: none"> 1. Banerjee, Abhijit V. and Esther Duflo. 2011. Poor Economics. Public Affairs. Chapter 8. 2. Banerjee, Abhijit V. and Esther Duflo. 2011. Poor Economics. Public Affairs. Chapter 9. 3. Wei, Shang-Jin. 2010. Why do the Chinese Save So Much? Forbes. http://www.forbes.com/2010/02/02/china-saving-marriage-markets-economy-trade.html <p>3rd Group Presentation</p>
Aug 4	<p>Political Institutions and Development</p> <p>Required Reading:</p> <ol style="list-style-type: none"> 1. Banerjee, Abhijit V. and Esther Duflo. 2011. Poor Economics. Public Affairs. Chapter 10. 2. Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. The Colonial Origins of Comparative Development: An Empirical Investigation. The American Economic Review 91(5): 1369-1401. <p>1st paper draft due (includes a revised outline, 3 pg draft of prose, and a bibliography)</p>
Aug 8	<p>Political Institutions and Development</p>

	<p>Required Reading:</p> <ol style="list-style-type: none"> 1. Glaser, Edward L. et al. 2004. Do institutions cause growth? Journal of Economic Growth. 3: 271-303. 2. Easterly, William. 2007. Inequality Does Cause Underdevelopment: Insights from a new instrument. Journal of Development Economics. 84(2): 755-776. <p>Short write #2 due</p>
Aug 9	<p>Political Institutions and Development</p> <p>Required Reading:</p> <ol style="list-style-type: none"> 1. Easterly, William and Ross Levine. 2003. Tropics, Germs, and Crops: how endowments influence economic development. 50(1): 3-39. 2. Engerman, Stanley, L. and Kenneth Sokoloff. 2002. Factor Endowments, Inequality, Paths to Development Among New World Economies. NBEW Working Paper No. 9259. <p>4th Group Presentation</p>
Aug 10	<p>In-class writing workshop</p>
Aug 11	<p>NO CLASS.</p> <p>No required readings.</p> <p>Final paper draft #2 due on Canvas (5-6 pgs double-spaced, with bibliography)</p>
Aug 15	<p>Corruption</p> <p>Required Reading and Viewing:</p> <ol style="list-style-type: none"> 1. Olken, Benjamin and Rohini Pande. Corruption in Developing Countries. Annual Review of Economics. 4(1): 479-509. 2. Olken, Benjamin. 2007. Monitoring Corruption: Evidence from a Field Experiment in Indonesia. Journal of Political Economy. 115(2): 200-249. http://economics.mit.edu/files/2913 <p>Suggested Reading and Viewing:</p> <ol style="list-style-type: none"> 1. PBS Frontline. Spotlight: Nigerian Corruption: http://www.pbs.org/frontlineworld/stories/bribe/2009/04/spotlight-nigerian-corruption.html 2. Langfitt, Frank. 2014. China's Fierce Anti-Corruption Crackdown:

	<p>An Insider's View. NPR. http://www.npr.org/blogs/parallels/2014/12/24/372903025/chinas-fierce-anti-corruption-crackdown-an-insiders-view</p> <p>Two peer reviews due</p> <p>Short write #3 due (last one)</p>
Aug 16	<p>Land, Agriculture, and Rural Politics</p> <p>Required Reading and Viewing:</p> <ol style="list-style-type: none"> 1. Baland, Jean-Marie and James Robinson. 2012. The Political Value of Land: Political Reform and Land Prices in Chile. <i>American Journal of Political Science</i> 56(3): 601-619. 2. Banerjee, Abhijit and Lakshmi Iyer. 2005. History, Institutions, and Economic Performance: The Legacy of Colonial Land Tenure Systems in India. <i>The American Economic Review</i>. 95(4): 1190-1213. <p>5th Group Presentation</p>
Aug 17	<p>Where do we go from here? How can poverty be alleviated?</p> <p>No required readings.</p> <p>Please complete the online evaluation!</p>
Aug 18	<p>NO CLASS.</p> <p>No required readings.</p> <p>Use this extra time for editing and incorporating feedback received into your final papers.</p> <p>Please complete the online evaluation!</p> <p>Final Papers due at 11:59pm.</p>
Aug 19	

EMAIL AND OFFICE HOURS POLICY

I am available outside of class to help you as much as possible. I encourage you to come to my office hours (listed above) and to contact me by email. If you cannot attend my scheduled office hours, contact me by email to arrange an alternate time. This must be done at least 72 hours in advance. I will generally respond to emails within 24 hours, except during weekends, on holidays, and in the 48 hours immediately prior to an examination.

GRADE APPEALS

If you would like to appeal your grade, you must follow these steps:

1. Wait a full 24 hours (1 day) after you receive your grade before contacting me.
2. Send me an email that says you would like to submit an appeal.
3. To submit the appeal, you must write a minimum of 300 words that directly addresses the *substantive critiques* that were levied in your presentation, quizzes, or exams. **You must turn this in by hard copy within 7 days (one week) from the date that the exam was returned, regardless of when you pick up your exam.** After 7 days you forfeit the opportunity to appeal your grade for that assignment.
4. **This written appeal must be typed out and submitted to me during office hours.** We will then discuss your appeal and I will decide if your grade should or should not be changed.
5. I reserve the right to have a fellow instructor re-grade your work. This means that you may be graded higher or lower than your original grade.

ACADEMIC HONESTY

Cheating and/or plagiarism are serious offenses and will not be tolerated under any circumstances. A suspected instance of either may be immediately reported to the university and necessary disciplinary actions, as required by them, will ensue. For further detail about the University of Washington's academic honesty policy, please refer to:
<http://www.washington.edu/uaa/gateway/advising/help/academichonesty.php>.

RESPECT FOR DIVERSITY

All are welcome! It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

ACCESS AND ACCOMODATIONS

Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu