

GLOBAL DEVELOPMENT

POLI 3424: Spring 2017

MWF 10:30-11:20AM
Room: Schaeffer 71
Office: Schaeffer 321
Office hours: MW 11:30-1 and by appointment

Instructor: Elise Pizzi
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COURSE DESCRIPTION

This course explores political and social causes and consequences of economic development. The course asks two important questions: Why are some countries rich while others are poor? What can be done to encourage growth in underdeveloped countries? While there is no easy answer to these questions, students will learn about a range of development strategies, the challenges of implementing them, and the pros and cons of the process and outcomes of development policy.

One objective of this course is to demonstrate the challenges of designing and implementing effective policies to reduce global poverty. Students will become familiar with material about the politics, economics, and societies of less developed countries. The course will also consider several country cases and students will have an opportunity to explore a country of their choice in depth. At the end of the course, students will have the tools to think about explanations for why there are so few rich countries in the world and to think about possible solutions to global poverty and inequality.

An informal prerequisite for this course is a willingness to work hard, show up to class, and participate actively in class activities. The success of this course hinges on student engagement with the material and curiosity about the world around us.

DATES TO REMEMBER

Topic Selections: Feb 3rd 8am
Full Draft: In Class March 24
Peer Review: March 27th
Final Paper: April 14th
Presentation: In Class April 10-14
Simulation Papers: May 1st 8am & May 5th 8am

ASSESSMENT

Grades will be posted at least weekly on ICON. Assignment details and grading rubrics are posted on ICON. I will not curve or scale course or assignment grades. ***Late assignments will not be accepted.***

READING REFLECTIONS (25%):

Students will write a short summary and reflection on the assigned reading 6 times throughout the semester. The goals are to help you relate the class to the real world, to encourage active learning, make you an active thinker, and help you prepare to participate in class discussions.

Reflections should be uploaded to ICON before the start of class on the day the reading is due. You may choose which readings you want to write about, but you must complete 3 before spring break. Assignment details are posted on ICON.

CASE ANALYSIS PAPER (25%):

Students will write an analysis of one underdeveloped country using concepts discussed throughout the semester. The goal is to assess their ability to apply course content to a specific case. Student should hand in a hard copy and upload their papers to ICON. Papers not turned in on ICON by April 14th at 5PM will receive a zero.

PRESENTATION (10%):

Students will present the research they have conducted for their case analysis paper. The goal is for the class to learn about a variety of countries and for students to effectively communicate what they have learned about their selected case. Each student will present for 6-8 minutes on their research and findings. Evaluation will be based on content and engagement. Presentations will take place during the week that the paper is due (April 10-14).

PEER REVIEW (10%):

Students will provide feedback and suggestions for improvement on another students' paper. The purpose of this assignment is to practice providing useful feedback for peers. Students will be provided with a worksheet to help guide the feedback. Reviews will be evaluated on the thoroughness of the feedback and the completion of the worksheet. Students will be given time in class on March 24th, and the review worksheet will be due in class March 27th.

SIMULATION (15%):

During the last week of class, students will participate in a simulation on creating and implementing development policy through foreign aid. Each student will represent a different stakeholder in the process of raising, allocating, and using foreign aid. Students will then negotiate with each other to decide how to spend one billion dollars in aid money. Two short (1-2 page) memos are also included. Before the simulation, each student will write a memo explaining the role of their actor in foreign aid policy and justifying their positions and strategies. After the simulation, students will write a memo explaining the outcome of the simulation and analyzing what their policy actor would think of the outcome.

ATTENDANCE AND PARTICIPATION (15%):

You earn points of attendance each day. You can miss three days without penalty, but after that you will lose points. I do not need to see doctor's notes or other forms of excuse for absences. If you miss class, you miss the content for the day, which cannot be made up. The three absences are designed to cover illness, religious holidays, doctor's appointments, and other legitimate reasons to miss class. Use them wisely.

COURSE SCHEDULE

DAY	TOPIC	READINGS
<i>Introduction: the Whats and Wheres of Global Development</i>		
Wednesday 1/8	Intro and Global Snapshots	
Friday 1/20	Inequality Across Time and Space	Baker, <i>Shaping the Developing World</i> , Ch 2 (ICON)
Monday 1/23	Defining Development	Kenny, <i>Getting Better</i> , pp. 71-92 (ICON)
Wednesday 1/25	Are Things Getting Better?	Kenny, <i>Getting Better</i> , pp. 93-112 (ICON)
Friday 1/27	Tropical Disadvantage	Sachs et al. 2001. "The Geography of Poverty and Wealth." <i>Scientific American</i> .
<i>Explaining Global Inequality: Geography, the Environment</i>		
Monday 1/30	Guns, Germs and Steel	Watch: <i>Guns, Germs and Steel</i> , pts 1 and 2 (youtube)
Wednesday 2/1	Environment as Cause & Effect	Kenny, <i>Getting Better</i> , pp. 53-69 (ICON)
Friday 2/3	Climate Change and Development	<i>Topic Selections due</i>
<i>Explaining Global Inequality: International Factors</i>		
Monday 2/6	Colonialism, Slavery, and Conquest	<i>Why Nations Fail</i> , Ch 9 Nunn and Wantchekon, "The Slave Trade and the Origins of Mistrust in Africa" (ICON)
Wednesday 2/8	Research – MEET IN THE LIBRARY!	--
Friday 2/10	Bretton Woods to Neocolonialism	Baker, <i>Shaping the Developing World</i> , Ch 5 (ICON)
<i>Explaining Global Inequality: Domestic Institutions</i>		
Monday 2/13	Historical Institutionalism	<i>Why Nations Fail</i> , Intro & Ch 1
Wednesday 2/15	Formality and Informality	<i>Why Nations Fail</i> , Ch 3
Friday 2/17	Markets	<i>Why Nations Fail</i> , Ch 4
Monday 2/20	Predation and Corruption	<i>Why Nations Fail</i> , Ch 12
Wednesday 2/22	State failure	<i>Why Nations Fail</i> , Ch 13
Friday 2/24	Democracy	<i>Why Nations Fail</i> , Ch 11
<i>Explaining Inequality: Other Domestic Factors</i>		
Monday 2/27	Migration	Mendola "Rural Out-Migration and Economic development at Origin" (ICON)
Wednesday 3/1	Natural Resources	How Oil Helps Dictatorships Survive (ICON) <i>Trafficking in Persons</i> p64& your country profile (ICON)
Friday 3/3	Civil Conflict	Collier "Development and Conflict" (ICON)
<i>Government Responses to Underdevelopment</i>		
Monday 3/6	ISI	Franko, <i>The Puzzle of Latin American Development</i> , Ch 3 (ICON)
Wednesday 3/8	Neoliberalism	Birdsall et al, "The Washington Consensus: Assessing a Damaged Brand" (ICON)
Friday 3/10	State Capitalism	<i>Why Nations Fail</i> , Ch 14

<i>Spring Break (March 13-17)</i>		
Monday 3/20	No Class: Extra OH for Paper Questions	
Wednesday 3/22	Culture & Gender	Baker, <i>Shaping the Developing World</i> , Ch 12 (ICON)
Friday 3/24	Peer Review	<i>Polished draft due</i>
International Responses to Underdevelopment		
Monday 3/27	History of Foreign Aid	Moyo, <i>Dead Aid</i> , pp. 10-28
Wednesday 3/29	The Problems of Foreign Aid	Easterly, <i>The White Man's Burden</i> , Ch 1 (ICON)
Friday 3/31	The Benefits of Foreign Aid	Sachs, "The Case for Aid" (ICON)
Monday 4/3	Evaluating Foreign Aid	Blattman & Niehaus, "Show them the Money" & Starr & Hattendorf "Giving Directly? Not so Fast." (ICON) Blattman "Grading the 2015 Bill and Melinda gates letter..." [link]
Wednesday 4/5	Randomized Control Trials	<i>Poor Economics</i> , Ch 1
Friday 4/7	No Class: Pizzi to MPSA	--
Monday 4/10	Student Presentations	--
Wednesday 4/12	Student Presentations	--
Friday 4/14	Student Presentations	*** Papers Due on ICON by 5PM***
Solutions From Below: Understanding Poor Economics		
Monday 4/17	Student Presentations	--
Wednesday 4/19	Health and Hunger	<i>Poor Economics</i> , Chs 2 & 3
Friday 4/21	Education and Family	<i>Poor Economics</i> , Chs 4 & 5
Monday 4/24	Urbanization	<i>Poor Economics</i> , Ch 6
Wednesday 4/26	Microfinance and Entrepreneurship	<i>Poor Economics</i> , Chs 7 & 8
Friday 4/28	Lessons and Priorities	Listen: Freakonomics, "Fixing the World, Bang- for-the Buck Edition" (ICON)
Looking Forward: Threats and Opportunities		
Monday 5/1	Simulation	<i>No reading – pre-simulation paper due</i>
Wednesday 5/3	Simulation	--
Friday 5/5	Reasons for Optimism	<i>No reading – simulation reflection due</i>

COURSE POLICIES

ELECTRONICS POLICY

While electronics (computers, phones, ipads, etc) can be useful in the classroom, too often they provide a distraction. Therefore, please only use a computer if you need it for learning purposes. Other electronics are not to be used in class. If you text/email/facebook/etc. in class, I will ask you to leave and you will not get attendance or participation credit for the day.

READINGS:

The readings for this course come from a variety of books, articles, and news items. Please make sure that you have access to the the two main books for the course:

- *Why Nations Fail: the Origins of Power, Prosperity, and Poverty* (2012), by Daron Acemoglu and James A Robinson
- *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* (2011), by Abhijit Banerjee and Esther Duflo

You can buy electronic or paper copies from major booksellers (including used copies from abebooks.com and other retailers). The UI library also has online copies of both books: www.lib.uiowa.edu

I will post supplementary articles and selections from books on ICON.

*Readings and assignments are subject to change. I will email the class and update the online syllabus with any changes made during the semester.

COMMUNICATION:

I will communicate with you outside of class primarily through email. Please make sure to check your UIowa.edu email regularly as I will send reminders and recitation assignments over email. You will be responsible for the information sent out over email.

If you have any questions, PLEASE DO NOT HESITATE TO ASK!!! If you encounter difficulties with the course material or have any personal issues that may impact your studies, please come to me sooner rather than later so that I can do whatever is possible to help.

NOTES ON GRADING AND COURSE POLICIES

- **Collaboration:** While you are expected to discuss with other students in class and have the option to coordinate with other students on your first presentation, none of the written work is collaborative.
- Final grades will be determined using the following percentage scale: A=94-100, A-=90-94, B+=87-90, B=84-87, B-=80-84, C+=77-80, C=74-77, C-=70-74, D+=67-70, D=64-67, D-=60-64, F=<60.
- I do not accept late assignments. Missed presentations with valid, documented excuses will be made up the next day in class.

Resources for Students

Students will find the Writing Center and the Speaking Center very useful for this course.

Writing Center: <http://writingcenter.uiowa.edu/>

Speaking Center: <http://speakingcenter.uiowa.edu/>

CLAS Teaching Policies & Resources

Administrative Home: The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at <http://clas.uiowa.edu/students/handbook>.

Electronic Communication: University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences ([Operations Manual, III.15.2, k.11](#)).

Accommodations for Disabilities: The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which include but are not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See <http://sds.studentlife.uiowa.edu/> for information.

Academic Honesty: All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](#)).

CLAS Final Examination Policies: The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

Making a Suggestion or a Complaint: Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. (**Wenfang Tang, 335-2358**) Complaints must be made within six months of the incident ([CLAS Academic Policies Handbook](#)).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather: In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the [Department of Public Safety website](#).