

POLECON 301
INTERNATIONAL DEVELOPMENT
Fall 2020 (1)



Dates / course meeting time Synchronous teaching: MoWe 8:10PM - 9:10PM CST

Academic credit: 4 Credits

Course format: This course features a mix of online short lectures, online student presentations and in person zoom discussion-based learning

Instructor's information

As a comparative political economy scholar, I use my knowledge of advanced statistical methodologies, seven languages and travel to over 35 countries to examine the economic outcomes of political institutions, state-market interactions, the political actors driving the process and the inequalities between the winners and losers of this process.

I completed my Ph.D. at Georgetown University and I am working on a book manuscript dealing with the political determinants of switches between privatization and nationalization in Eastern Europe and beyond. My research bears directly on how we view the link between democracy and market capitalism, economic consequences of populism, rising illiberalism in recent political transitions and state capitalism. Before my postdoctoral fellowship at Columbia University's Harriman Institute, I was a Postdoctoral Fellow at the Skalny Center for Polish and Central Eastern European Studies at the University of Rochester and a George F. Kennan Short-term Scholar at the Woodrow Wilson Center for International Scholars.

For more information about my research go to www.paulaganga.com.

What is this course about?

What is development and how do we conceptualize and measure it? How have more than 1 billion people been raised out of extreme poverty between 1990 and 2015, and what can be done about the 750 million people still living in these conditions? What are the main theories that have been put forth to explain development and how successful have they been in doing so? This course attempts to provide theoretically-informed empirical answers to these questions. This is a survey course designed to introduce you to the leading methods, theories, and evidence-based research relating to development. It first addresses the very concept of development, presents the metrics that are used to measure it, and introduces important development figures. It then introduces key models and theories that have been presented to explain development. Finally, it delves deeper into contemporary questions and debates about the drivers of development.

What background knowledge do I need before taking this course?

ECON 101 is a prerequisite for this course.

What will I learn in this course?

You will learn to measure development outcomes—both economic development and human development—using various quantitative methods. You will learn to locate development theories within their historical and

geographic context and to contrast the ideas of the most prominent development thinkers in terms of their merits and limitations. You will learn to gauge the effectiveness of various development strategies in ameliorating countries' economic and human development outcomes. You will learn to identify the impacts of various factors—such as health, education, and gender equality—on countries' development outcomes.

What will I do in this course?

This course will feature a mix of asynchronous online lectures I will post once a week and synchronous discussion-based learning. The synchronous sessions will consist of group discussions and are a crucial part of the class. In those sessions the most important part is you asking questions and answering your classmates' questions.

As part of this course, you will be evaluated on your class participation and engagement, short discussion essays addressing key course concepts, online quizzes, and a final paper.

How can I prepare for the class sessions to be successful?

You will be assessed on your attendance record and class participation over the course of the session. You are expected to show up to class having read all assigned readings and having prepared questions and discussion points based on the readings. You are also expected to bring note-taking materials to class.

What required texts, materials, and equipment will I need?

This course will make use of the Poll Everywhere software. You will be responsible for bringing a clicker to class or having the appropriate software on your mobile phone.

The following books will be used extensively throughout the course and should be purchased (though they can also be borrowed from the library). Most additional readings will be available on electronic reserve.

Banerjee, A.V. and Duflo, E. (2011). *Poor Economics: Rethinking Poverty and Ways to End it*. New York, NY: Public Affairs. ISBN 9781586487980.

Perkins, D.H., Radelet, S., Lindauer, D.L., and Block, S.A. (2013). *Economics of Development* (7th Edition). New York, NY: Norton. ISBN 9780393934359.

What optional texts or resources might be helpful?

Staying up to date with the news—especially as they pertain to international development—will be very useful for this class. The Guardian's website features a section dedicated to development news. You can also check out Chris Blattman and Owen Barder's respective blogs.

How will my grade be determined?

In-Class Participation (15 percent):

You will be assessed on your attendance record and class participation over the course of the session. You are expected to show up to class having read all assigned readings and having prepared questions and discussion points based on the readings, which is critically important for your learning outcomes. Additionally, all students are expected to participate during the synchronous sessions. Since we only have two sessions of one hour in person we need to make the most of that time. The best sessions are the ones in which I talk the least and you speak the most. Remember that there are no bad or stupid questions. If you have a question it is very likely someone else is having the same question, so do not be shy and ask. Also, there are no wrong answers. We are in the middle of a learning process. I want us to foster a respectful class environment and build on the experiences and knowledge each one of us will bring to class. After each class session I will grade every

students' participation with either a 1, 2, or 3. If you just attend but do not contribute to class at all you will receive a 0 for that class session.

Presentations (2*10 percent):

Furthermore, you will formally present the readings to the class prior to the session (posted online one day prior so that everyone can have time to view the presentation), as part of which you will be teamed up with another student. Between the two of you, will give a 15 minutes presentation on your selected reading(s) and provide five discussion questions for the class. You will give two presentations so each will count for 10 percent.

Online Participation and Reading Assessment (15 percent—each type of posts is 5 percent):

You will be evaluated on your contributions to the Sakai discussion forum over the course of the class. You are expected to post responses to the following class materials:

1. Post a short feedback or question to your classmates **after each presentation**—that way I know that you have watched the presentation and that you have engaged with it. Plus your feedback and questions will constitute the basis for the class discussion for the next synchronous session. This feedback can be as short as 100 words but not longer than 500 words. Write enough that it shows you listened to your classmates. It shows respect for their work. **But remember you must react to all student presentations—except your own.**
2. Post **three times during the semester after the asynchronous lectures**. You won't have to do it each time, but also don't wait until the last minute. On some weeks I might post two short lectures or one big lecture. So you wouldn't want to wait to post your online participation in the last week and realize I only posted one lecture. This will ensure you listen to the lectures closely. As before these posts can be as short as 100 words but not longer than 500 words. Deadline for this one is by the next class session. So after I post the lecture, you have until the next class session to watch the lecture and write the short response. If I don't post it in time, I will either tell you that there is extra time to post the response or you can write to me yourself and ask for a bit of extra time. That is ok.
3. Post **three short reviews of one reading to the discussion forum**. The review should address your selected reading in 400 words. The reading assessments will be due before the start of the lecture—since you know the readings already you won't get extensions on posting these reviews. Again don't leave this for the end of the semester.

It's ok if you cumulate these posts. So if you post a reading review the same week you do a presentation. Or for example on the date of September 14 someone posts feedback on a student presentation, feedback on my lecture that day and a short reading review.

Discussion Essays (20 percent):

You will be required to submit two 400-word (roughly one page, single-spaced) essays on key class topics over the course of the session. These short essays, which will help you reflect on the course readings, will be due by Monday, September 7, 2020 and Monday, September 21, 2020 at 11:59 PM (China Standard Time).

Final Paper (30 percent):

The final paper is your opportunity to apply the material you have learned in the class to address an important development question that is important a country of your choice. It should be no longer than 2,000 words (roughly five pages, single spaced), excluding figures, citations and appendices. The final paper will be evaluated on whether it addresses a topic of importance, the quality of the research you conducted to better understand this issue, and the persuasiveness of the conclusions you reach on the basis of your research. It will be due during the exam period.

Please refer to the following scale for your grading.

A+ = 98% - 100% **A** = 97% - 93%; **A-** = 90% - 92%; **B+** = 87% - 89%; **B** = 83% - 86%; **B-** = 80% - 82%; **C+** = 77% - 79%; **C** = 73% - 76%; **C-** = 70% - 72%; **D+** = 67% - 69%; **D** = 63% - 66%; **D-** = 60% - 62% **F** = 59% and below

Grading Scale:

Letter Grade	Numerical Grade	Numerical Grade (%)
A+	4.0	≥ 98
A	4.0	97–93
A-	3.7	92–90
B+	3.3	89–87
B	3.0	86–83
B-	2.7	82–80
C+	2.3	79–77
C	2.0	76–73
C-	1.7	72–70
D+	1.3	69–67
D	1.0	66–63
D-	1.0	62–60
F	0	≤ 59

What are the course policies?

Communications:

Explain to students how they are expected to communicate with you (and TAs). For example, will you use the forums, MS Teams, or email to answer questions? Details when you'll be able to respond to their questions. Tell students what you expect from them to stay on top of course communications (for example, check email or course site every other day). How will time zone differences affect due dates or attendance?

Discussion Guidelines:

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor. Active interaction with peers and your instructor is essential to success in this course, paying particular attention to the following:

- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.
- Read your online discussion posts carefully before submitting them.

Academic Integrity:

As a student, you should abide by the academic honesty standard of the Duke Kunshan University. Its Community Standard states: "Duke Kunshan University is a community comprised of individuals from diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflecting upon and upholding these principles in all academic and non-academic endeavors, and to protecting and promoting a culture of integrity and trust."

Academic Policy & Procedures:

You are responsible for knowing and adhering to academic policy and procedures as published in University Bulletin and Student Handbook. Please note, an incident of behavioral infraction or academic dishonesty (cheating on a test, plagiarizing, etc.) will result in immediate action from me, in consultation with university administration (e.g., Dean of Undergraduate Studies, Student Conduct, Academic Advising). Please visit the Undergraduate Studies website for additional guidance related to academic policy and procedures.

Academic Disruptive Behavior and Community Standard:

Please avoid all forms of disruptive behavior, including but not limited to: verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently without notice of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. Please turn off phones, pagers, etc. during class unless instructed otherwise. Since this class depends on active participation you are encouraged to only use laptop computers to take notes. If you choose not to adhere to these standards, I will take action in consultation with university administration (e.g., Dean of Undergraduate Studies, Student Conduct, Academic Advising).

Academic Accommodations:

If you need to request accommodation for a disability, you need a signed accommodation plan from Campus Health Services, and you need to provide a copy of that plan to me. Visit the Office of Student Affairs website for additional information and instruction related to accommodations.

What campus resources can help me during this course?

Academic Advising and Student Support

Please consult with me about appropriate course preparation and readiness strategies, as needed. Consult your academic advisors on course performance (i.e., poor grades) and academic decisions (e.g., course changes, incompletes, withdrawals) to ensure you stay on track with degree and graduation requirements. In addition to advisors, staff in the Academic Resource Center can provide recommendations on academic success strategies (e.g., tutoring, coaching, student learning preferences). Please visit the Office of Undergraduate Advising website for additional information related to academic advising and student support services.

Writing and Language Studio

If you want additional help with academic writing and more generally with language learning you are welcome to go to the [Writing and Language Studio \(WLS\)](#)

IT Support

If you are experiencing technical difficulties, please contact IT:

- China-based faculty/staff/students **400-816-7100**, (+86) 0512- 3665-7100
- US-based faculty/staff/students (+1) 919-660-1810
- International-based faculty/staff/students can use either telephone option (recommend using tools like Skype calling)
- Live Chat: <https://oit.duke.edu/help>

- Email: service-desk@dukekunshan.edu.cn

What is the expected course schedule?

Week 1 - Session 1

Date	Friday, August 28
Class topic	Introduction
Readings	- Banerjee and Duflo. Chapter 1. (required text) - Banerjee and Duflo. Chapter 2. (required text)
Agenda	- Course objectives and expectations - Interesting development figures and data
Assignments due	NA

Week 1 - Session 2

Date	Monday, August 31
Class topic	Defining and Measuring Development
Readings	- Perkins et al. Chapters 1 and 2. (required text) - Sen, A. (2003). Development as Capability Expansion. In Fukuda-Parr, S. and Shiva Kumar, A.K. (eds.) Readings in Human Development. Oxford, UK: Oxford University Press. 3–16. (link) - Fukuda-Parr, S. (2003). The Human Development Paradigm: Operationalizing Sen's Ideas on Capabilities. Feminist Economics 9: 301–317. (PDF provided)
Agenda	- Defining development—how do economic and human development differ? - Why employ different definitions of development? - Measuring economic and human development
Assignments due	NA

Week 2 - Session 1

Date	Wednesday, September 2
Class topic	Development Theories (Part 1: The Grand Theories)
Readings	- Rostow, W.W. (1960). The Stages of Economic Growth: A Non-Communist Manifesto. Cambridge, UK: Cambridge University Press. Chapter 2. (PDF provided)

	<ul style="list-style-type: none"> - Dos Santos, T. (1970). The Structure of Dependence. American Economic Review 60: 231–236. (link) - Rodney, W. (1973). How Europe Underdeveloped Africa. Oxford, UK: Oxford University Press. Chapter V, VI
Agenda	<ul style="list-style-type: none"> - Modernization Theory - Dependency Theory
Assignments due	NA

Week 2 - Session 2

Date	Monday, September 7
Class topic	Development Theories (Part 2: The Economically-Rooted Theories)
Readings	<ul style="list-style-type: none"> - Williamson, J. (2004). A Short History of the Washington Consensus. Washington, DC: Peterson Institute for International Economics. (link) - Rodrik, D. (2015). Economics Rules: The Rights and Wrongs of the Dismal Science. New York, NY: Norton. Chapter 5. - Chang, H.J. (2003). Kicking Away the Ladder: Infant Industry Promotion in Historical Perspective. Oxford Development Studies 31(1): 21–32. (link) - Lin, J.Y. (2010). New Structural Economics A Framework for Rethinking Development. Washington, DC: World Bank. (link)
Agenda	<ul style="list-style-type: none"> - Neoliberalism - Neostructuralism
Assignments due	Discussion Essay 1 Due

Week 3 - Session 1

Date	Wednesday, September 9
Class topic	Incentives, Behavior, and Development
Readings	<ul style="list-style-type: none"> - Banerjee and Duflo. Chapter 8. (required text) - Levitt, S. and Dubner, S. (2005). Freakonomics: A Rogue Economist Explores the Hidden Side of Everything. New York, NY: William Morrow. Chapter 1. (PDF provided) - Easterly, W. (2001). The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics. Cambridge, MA: MIT Press. Chapter 8. (PDF provided)
Agenda	- How a poor understanding of incentives can lead to failed development initiatives

	- What can behavioral sciences contribute to development?
Assignments due	NA

Week 3 - Session 2

Date	Monday, September 14
Class topic	Impact Evaluation
Readings	<ul style="list-style-type: none"> - Glennerster, R. and Sautmann, A. (2019). Introduction to Evaluations. Cambridge, MA: Abdul Latif Jameel Poverty Action Lab. (link) - Banerjee, A., Duflo, E., Glennerster, R., and Kothari, D. (2019). Improving Immunization Rates Through Regular Camps and Incentives in India. Cambridge, MA: Abdul Latif Jameel Poverty Action Lab. (link) - Olken, B. (2019). Combating Corruption in Community Development in Indonesia. Cambridge, MA: Abdul Latif Jameel Poverty Action Lab. (link)
Agenda	<ul style="list-style-type: none"> - How do we measure the impact of development projects? - The randomized controlled trials gold standard
Assignments due	NA

Week 4 - Session 1

Date	Wednesday, September 16
Class topic	Gender and Demography
Readings	<ul style="list-style-type: none"> - Banerjee and Duflo. Chapter 5. (required text) - Perkins et al. Chapter 7. (required text) - Hunt, J. (2016). Gender and Development. In Kingsbury, D., McKay, J., Hunt, J., McGillivray, M., and Clarke, M. (eds.) International Development: Issues and Challenges. London, UK: Palgrave Macmillan. 233–259. (PDF provided)
Agenda	<ul style="list-style-type: none"> - The development consequences of gender inequality - The importance of demography for development outcomes
Assignments due	NA

Week 4 - Session 2

Date	Monday, September 21
Class topic	Health and Education
Readings	- Banerjee and Duflo. Chapter 3. (required text)

	<ul style="list-style-type: none"> - Banerjee and Duflo. Chapter 4. (required text) - N.A. (2015). Accelerating Progress on HIV, Tuberculosis, Malaria, Hepatitis and Neglected Tropical Diseases. Geneva, CH: World Health Organization. Skim the report. (link)
Agenda	<ul style="list-style-type: none"> - Health and development—a chicken and egg problem? - Education and development—teach a man to fish?
Assignments due	Discussion Essay 2 due

Week 5 - Session 1

Date	Wednesday, September 23
Class topic	Agriculture and Geography
Readings	<ul style="list-style-type: none"> - Diamond, J. (1997). Guns, Germs, and Steel: The Fates of Human Societies. New York, NY: Norton. Chapter 4. (PDF provided) - Sachs, J.D. (2003). Institutions Don't Rule: Direct Effects of Geography on Per Capita Income. Cambridge, MA: National Bureau of Economic Research. (link)
Agenda	<ul style="list-style-type: none"> - The long shadow of the agricultural revolution - Is geography destiny?
Assignments due	NA

Week 5 - Session 2

Date	Friday, September 25
Class topic	Economic and Political Institutions
Readings	<ul style="list-style-type: none"> - North, D.C. (1990). Institutions. The Journal of Economic Perspectives 5(1): 97–112. (link) - Acemoglu, D., Johnson, S., and Robinson, J. (2001). The Colonial Origins of Comparative Development: An Empirical Investigation. American Economic Review 91(5): 1369–1401. (PDF provided) - Rodrik, D., Subramanian, A., and Trebbi, F. (2004). Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development. Journal of Economic Growth 9(2): 131–165. (PDF provided)
Agenda	<ul style="list-style-type: none"> - Defining and measuring institutions - Understanding the role of institutions for development
Assignments due	NA

Week 6 - Session 1

Date	Monday, September 28
Class topic	Trade and Globalization
Readings	<ul style="list-style-type: none">- Perkins et al. Chapter 18. (required text)- Bhagwati, J. (2004). In Defense of Globalization. Oxford, UK: Oxford University Press. Chapter 1.- Rodrik, D. (2012). The Globalization Paradox: Why Global Markets, States, and Democracy Can't Coexist. Oxford, UK: Oxford University Press. Chapter 12.
Agenda	<ul style="list-style-type: none">- The determinants of international trade- The impacts of international trade on development
Assignments due	NA

Week 6 - Session 2

Date	Wednesday, September 30
Class topic	Foreign Aid
Readings	<ul style="list-style-type: none">- Perkins et al. Chapter 14. (required text)- Radelet, S. (2014). A Primer on Foreign Aid. Washington, DC: Center for Global Development. (link)- Easterly, W. (2014). Aid Amnesia. Washington, DC: Foreign Policy. (link)- Sachs, J. (2014). The Case for Aid. Washington, DC: Foreign Policy. (link)
Agenda	<ul style="list-style-type: none">- The determinants of foreign aid- The Sachs-Easterly debate on aid effectiveness
Assignments due	NA

Week 7 - Session 1

Date	Monday, October 12
Class topic	Development and crisis
Readings	<ul style="list-style-type: none">- Perkins et al. Chapter 13. (required text)- Perkins et al. Chapter 15. (required text)
Agenda	<ul style="list-style-type: none">- Financial crises and impact of the developing countries- Pandemic and societal impact, long term development prospects

Assignments due	NA
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Week 7 - Session 2

Date	Wednesday, October 14
Class topic	Technology and sustainability
Readings	- Perkins et al. Chapter 20. (required text)
Agenda	- The latest developments in technology and their impact on development - Sustainability of development
Assignments due	Final paper due in the exam period