

PSCI 4105A
Selected Topics in International Development

6:05 p.m. – 8:55 p.m. Monday, Wednesday

SA506

Please confirm location on Carleton Central

Instructor: Alex McDougall

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Course description

This course explores some of the key issues that confront the people who think about, and practice international development. It assumes that students possess some background knowledge of theories of international development. As such, the class will focus on specific issues in international development; insofar as theory is concerned, it will be considered in the context of these issues, and not vice versa.

The purpose of the course is to explore the field, to identify its main theoretical and empirical landmarks, and to develop an understanding of the main debates currently taking place around the theory and practice of development. The class will cover 11 topics: institutions, globalization and trade, markets and property rights, foreign aid, poverty, failed states, nation building, conflict and development, political regimes and development, natural resource management, and micro-research/randomized controlled trials.

This is a seminar course. As such, it is driven principally by student participation and discussion. There will be no lecture from the instructor, although the instructor will generally introduce and conclude each class, intervene when necessary to moderate discussion, and pose and answer questions.

At the Book Store:

Easterly, William. 2006. *The White man's Burden: Why the West's Efforts to Aid the Rest and Have done so much ill and so little good.* Penguin (New York)

Abhajt Banjari, Esther Dufflo, 2011. *Poor Economics: A radical Rethinking of the Way to Fight Global Poverty* (Public Affairs in Paper: Cambridge)

Dambisa Moyo, 2009. *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa.*

Thad Dunning, 2008. *Crude Democracy: Natural Resource Wealth and Political Development*. Cambridge University Press (Cambridge).

These books are available in the Carleton University Bookstore, and also on reserve at the library. Other course readings will be made available on reserve. Some are available through the electronic journal databases at the Carleton library, while others are accessible online. Students must complete all of the required readings before coming to class.

The assignments draw only upon the required readings; the recommended readings are optional, and not necessary for the completion of any assignment.

Grading and Evaluation

- Participation: 20%
- Seminar Presentations: 25%
- Take Home Exam: 30%
- Critical Reviews: 25%

Participation in Class: In order to succeed in this aspect of evaluation, students must attend class; they must prepare for class by doing the required readings, and participating in class discussions and debates. Simply showing up to every class is insufficient to attain full participation marks. The student must also make meaningful contributions to class discussion on a regular basis. The frequency of participation will depend on the opportunities for discussion and the size of the class.

Seminar Participations: As this is a seminar, the instructor will not be giving regular lectures, and student participation is critical to its success. In order to facilitate class discussion, students will be divided into groups (size will vary depending on the class), and each group will be responsible for facilitating the seminar for a given week.

- (a) Students must “sign up” for presentations during the first day of class.
- (b) Each group will divide the assigned readings among the group members and cooperate to lead the applicable seminar. Each group member will be responsible for summarizing, and analyzing an assigned reading. During the course of the seminar, the student will deliver his/her summary and analysis. These analyses will also be submitted as ‘critical review’ papers, in essay form.
- (c) The group must also prepare a series of questions, to be posed to the class for the purpose of stimulating discussion.
- (d) The critical review papers will be posted on webct. These will be useful later when revising and answering the questions of the take-home examinations.

The questions are to be distributed through Web-CT three days in advance of the seminar to enable adequate preparation for the seminar discussions. Also, hard copies of the critical reviews shall be submitted to the instructor the day of the seminar for marking.

During the seminar, the leader will introduce the class to the central themes of the assigned readings for the session. This will be followed by each member of the group, in turn, being invited by the leader to ask the class some questions picked from the list of questions in the previously submitted summaries. For each half of the session, a maximum of five questions may be allowed. Thus, the maximum number of questions a group may be allowed is not more than ten. Occasionally, the instructor may intervene to clarify some points. At the end of the seminar, the leader will summarize the main points of the discussion. Members of the group may fill in any gaps left out by the leader.

Critical Reviews: The critical review papers will evaluate and advance an argument about one of the readings for each of the relevant lecture topics. While the reviews will generally focus on one article, the essays should make an effort to *incorporate insights and material from all of the required readings for the lecture*. The papers should not exceed 4 pages in length. It is very important that the essays *make an argument*, and not simply summarize the required readings.

The critical reviews will be judged according to two main set of criteria: (a) understanding and use of applicable course material; (b) quality of analysis and argument.

There are a variety of ways to write a review. Your critical review can dispute an argument(s) advanced in the reading, assess or concur with arguments advanced in the reading, explain and evaluate policies or historical events described in the reading; relate a case or a current event to arguments or ideas from the readings in a critical manner. See the *how to write a critical review* guide on the course website for more specific instructions, guidelines, and tips. The reviews will be evaluated in terms of quality of argument, use and understanding of course material

Take Home Exam: On the last day of class, the instructor will distribute a take home exam, which consisting of essay questions. The exams will require students to draw upon required reading material, and other supplementary class materials. The exams will be due by 11:59 pm on August 23, 2012. Final exams can be submitted to the instructor by email or through webct. Final exams should **NOT** be handed in at the political science drop box.

*****Important Submission note: Students must submit term work either in-class or during office hours.**

The Political Science drop box is intended to collect late assignments only or if a student has extenuating circumstances and is unable to submit the paper directly to you in class or during your office hours. Therefore, in accordance with departmental recommendations and in an effort to prevent high volumes of submissions via the drop box on a due date there is a **mandatory** late penalty for **any** papers / assignments collected from the drop box – even if it is handed in by 4 p.m. on the due date. The drop box is emptied **every weekday at 4 p.m.** and all items collected at that time are date-stamped with that day's date.

Late Policy: Late papers lose one letter grade category per day. (For example, a B+ paper that is handed in one day late will be reduced to a B)

Course Schedule

Week 1 (July 4, 2012): Introduction

Easterly, William. 2006. "Chapter 1: Planners versus Searchers" in *The White man's Burden: Why the West's Efforts to Aid the Rest and Have done so much ill and so little good*. Penguin (New York)

Amartya Sen,(1999) *Development as Freedom*,(New York: Anchor Books). Introduction and Chapter 2

United Nations. 2011. *Millennium Development Goals Report 2011*.
<http://www.un.org/millenniumgoals/pdf/%282011%20MDG%20Report%202011%20Book%20LR.pdf>

Further Reading

Angus Deaton (2005). "Measuring Poverty in a Growing World (or Measuring Growth in a Poor World)," *Review of Economics and Statistics*, 87(1), 1-19.

James C. Scott, *Seeing Like a State: How Various Schemes to Improve the Human Condition have Failed*. Introduction

Chinua Achebe. 1989. *Anthills of the Savannah*. New York: Anchor.

Kiltgaard, Robert. 1991. *Tropical Gangsters: One Man's Experience With Development and Decadence in Deepest Africa*. New York: Basic Books.

Xavier Sala-i-Martin. (2006). "The World Distribution of Income: Falling Poverty and Convergence, Period," *Quarterly Journal of Economics*.

Week 2 (July 9, 2012): History, Institutions and Geography

Nunn, Nathan, "The Importance of History for Economic Development," *Annual Review of Economics*, Vol. 1, No. 1, September 2009, pp. 65-92
http://www.economics.harvard.edu/faculty/nunn/files/Nunn_ARE_2009.pdf

Mahoney, James. Chapter 1: Explaining Levels of Colonialism and Post-colonial Development"; and Chapter 6: "Post-Colonial Levels of Development" in *Colonialism and Postcolonial Development*. Cambridge University Press: Cambridge (2010)

Sachs, Jeffrey (2003), 'Institutions Don't Rule: Direct Effects of Geography on Per Capita Income', NBER Working Paper No. 9490.

Further Reading

Douglass North. 1990. *Institutions, Institutional Change and Economic Performance*. Cambridge: Cambridge University Press.

Acemoglu, Daron, Simon Johnson and James Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation" *American Economic Review*, vol. 91(5) 1369-1401

Nunn, Nathan (2008), "The Long Term Effects of Africa's Slave Trades," *Quarterly Journal of Economics*, Vol. 123(1), pp. 139-176.

Englebert, Pierre. "Pre-colonial institutions, post-colonial states, and economic development in tropical Africa" *Political Research Quarterly*; Mar 2000; 53, 1; Research Library

Week 3 (July 11, 2012): Neo-liberalism I: Globalization and Trade

Jagdish Bhagwati, 2007. "Chapter 5: Poverty, enhanced or diminished", in *In Defense of Globalization* (Oxford University Press: Oxford).

Emma Aisbett, 2008. "Why are the Critics So Convinced that Globalization is Bad for the Poor?" in *Globalization and Poverty* (University of Chicago Press: Chicago).
<http://www.nber.org/chapters/c0113>

Krugman, Paul. "In Praise of Cheap Labour: Bad jobs are better than no jobs at all" in *The Accidental Theorist* (New York: Norton) 80-87.

Week 4 (July 16, 2012): Neo-Liberalism II: Markets and Property Rights

Easterly, William. "Chapter 3: You can't Plan a Market," in *The White Man's Burden*.

Birdsall, Nancy and Francis Fukuyama, "the Post-Washington Consensus: Development After the Crisis," *Foreign Affairs*, March-April 2011, pp. 45-53.

Munk, G. 2009. "Democracy and Development in a Globalizing World" in Comparative Studies in International Development.

Further Reading on Neoliberalism

Bhalla, Surjit S. Chapter 9, 11, 12, of *Imagine there is no Country: Poverty Inequality, and Growth in the Era of Globalization* (Washington, D.C: Institute for International Economics).

Easterly, William. 2001. "The Loans that were, the Growth that wasn't" in the *Elusive Quest for Growth: Economist's misadventures in the Tropics*.

Valerie Bockstette, Chanda Areendam, and Louis Putterman. (2003). "States and Markets: The Advantage of an Early Start", Journal of Economic Growth, 7, 347-369.

Acemoglu and Robinson. "Institutions as a fundamental cause of long run growth"
http://www.people.fas.harvard.edu/~jrobinson/researchpapers/publishedpapers/jr_institutionscause.pdf

Hernando de Soto. 2003. "The Five Mysteries of Capital" in *the Mystery of Capital: Why Capitalism Works in the West and Fails Elsewhere*. (Oxford University Press: Oxford).

Week 5 (July 18, 2012): Foreign Aid

Dambisa Moyo, 2009. "Selections" of *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*.

Easterly, William. "Chapter 2: Aid for Investment" in *the Elusive Quest for Growth: Economists Misadventures in the Tropics*.

Jeffrey Sachs, 2006, "Chapter 15, Chapter 16" in *the End of Poverty*. (Harvard University Press: Cambridge)

Further Reading

L. Ndikumana and J. Boyce, 2011. "Introduction and Chapter 1" In *Africa's Odious Debts: How Foreign Loans and Capital Flight Bled a Continent*. (Brookings Press).

Simeon Djankov, Jose G. Montalvo and Marta Reynal-Querol. "The Curse of Aid." *Journal of Economic Growth*.

William Easterly and Tobias Pfutze, "Where Does the Money Go? Best and Worst Practices in Foreign Aid" in the Journal of Economic Perspectives, Vol. 22, No.2,

James Vreeland and Adam Przeworski. "The Effect of IMF Programs on Economic Growth" The Journal of Development Economics Vol. 62, No. 2, pp. 385-421, 2000.

Abouharb, M. Rodwan, and David Cingranelli. 2006. "The Human Rights Effects of World Bank Structural Adjustment Lending, 1981-2000." International Studies Quarterly (June) 50: 233-262.

Week 6 (July 23, 2012): Poverty and Development

Abhajt Banjari, Esther Dufflo, 2011. "Selections" Poor Economics: A radical Rethinking of the Way to Fight Global Poverty (Public Affairs in Paper: Cambridge)

Jeffrey Sach, 2005, "Chapter 2, Chapter 3" in *The End of Poverty*,

Mayoux, Linda and Chambers, Robert. 2005. "Reversing the Paradigm: Quantification, Participatory Methods and Pro-Poor Impact Assessment", *Journal of International Development*. 17: 271-298

Week 7 (July 25, 2012): Political Regimes and Economic Development

Przeworski, Adam, Michael E. Alvarez, Jose Antonio Cheibub and Fernando Limongi. 2000. *Democracy and Development. Political Institutions and Well-Being in the World, 1950-1990*. Cambridge, U.K.: Cambridge University Press. (Selections)

Easterly, William (2009). "Benevolent Autocrats", NBER Working Paper.

Acemoglu and Robinson, 2008, "Chapter 1" in *Economic Origins of Democracy and Dictatorship*.

Further reading

John Gerring et al, "Democracy and Growth" World Politics (2005)

Week 8 (July 30, 2012): Weak and Failed States I

Herbst, Jeffrey, "Chapter 4: The Political Kingdom of Independent Africa" *States and Power and Africa: Lessons in Authority and Control*. Princeton University Press:

Princeton (2001).

Bruce Bueno de Mesquita, 2011, "Chapter 1" of *The Dictator's handbook*. (Stanford University Press: Stanford).

Peter Leeson, 2010.. "Better off Stateless: Somalia before Government Collapse" in Comparative Journal of Economics

Further reading

Hendrik Spruyt. "War, trade, and state formation." in the Oxford Handbook of Comparative Politics

Centeno, Miguel, "Introduction" in *Blood and Debt: War and the Nation-State in Latin America*. Pennsylvania (2001)

Hillel Soifer. "State Infrastructural Power" in the Journal of Comparative International Development (2008)

Charles Tilly, *Coercion and Capital: The Origin of European States*.

Thomas Ertman, 1997. *Birth of the Leviathan*. (Cambridge University Press).

Richard Bense, 1993. *Yankee Leviathan*.

Week 9 (August 1, 2012): Weak and Failed States II

Bates, Robert. 2008. *When Things Fell Apart*. Cambridge University Press. (Selections).

Autesserre, Severine. 2009. "Hobbes and the Congo: Frames, Local Violence and International Intervention." *International Organization* 63/2: 249-80.

Easterly, William. "The White Man's Army" in *The White Mans Burden*.

Further Reading

David Mendeloff and Fen Hampson, 2007. "Nation Building" in *Leashing the Dogs of War: Conflict Management in a Divided World*.

Acemoglu and Robinson, 2011. *Why Nations Fail*. Palgrave.

Huntington, S. 1968. *Political Order and Political Decay*.

Week 10 (August 6, 2012): Development and Conflict

Fearon, James; Laitin, David. 2003. "Ethnicity, Insurgency, and Civil War" *American Political Science Review*.

Weinstein, Jeremy. 2007. "The Industrial Organization of Rebellion" in *Inside Rebellion: The Politics of Insurgent Violence*. (Cambridge University Press: Cambridge)

Bates, Robert H. (2001), *Prosperity and Violence: the political economy of development* (London and New York: W.W. Norton)

Further Reading

Collier, Paul. 2007. "Economic Causes of Conflict." In *Leashing the Dogs of War: Conflict Management in a Divided World* (Washington).

Francis Stewart, 2008, *Horizontal Inequalities and Conflict* (UNDP: New York).

Kalyvas, S. *The Logic of Violence in Civil War*. Cambridge University Press: Cambridge.

Gutierrez, F. 2006. "The Political Economy of Civil War in Colombia", in Politics & Society 10.

Duffield, Mark. *The Merger of Development and Security*. Hargrove (2007).

Wood, Elizabeth Jean. 2003. *The Emergence of Insurgency in El Salvador*. Cambridge University Press (Cambridge).

Week 11 (August 8 2012): Natural Resource Management and Development

Thad Dunning, 2008. "Selections". *Crude Democracy: Natural Resource Wealth and Political Development*. Cambridge University Press (Cambridge).

Ricky Lam and Leonard Wantchekon, 2003. "Political Dutch Disease." NYU Working Paper: <http://www.nyu.edu/gsas/dept/politics/faculty/wantchekon/research/lr-04-10.pdf>

Mark Ross, (2006) "The Natural Resource Curse: How Wealth Can Make You Poor." In I.

Bannon and P. Collier, eds. *Natural Resources and Violent Conflict* (Washington DC: The World Bank).

Week 12 (August 13, 2012): the Micro-turn, Randomized Controlled Trials

Abhajt Banjari, Esther Dufflo, 2011. "Selections" of *Poor Economics: A radical Rethinking of the Way to Fight Global Poverty* (Public Affairs in Paper: Cambridge)

Daniel Berger "Taxes, Institutions and Local Governance: Evidence from a Natural Experiment in Colonial Nigeria" <http://homepages.nyu.edu/~db1299/Nigeria.pdf>

Macartan Humphreys and Jeremy Weinstein. 2009. "Field Experiments and the Political Economy of Development" *Annual Review of Political Science*.

Further Reading

Banerjee, Abhijit V., and Esther Duflo. (2008). "The Experimental Approach to Development Economics." <http://www.nber.org/papers/w14467.pdf>

"The Illusion of Learning from Observational Research." Alan S. Gerber, Donald P. Green, and Edward H. Kaplan. from *Problems and Methods in the Study of Politics*, edited by Ian Shapiro, Rogers M. Smith, Tarek E. Masoud Cambridge University Press, 2004. <http://www.yale.edu/isps/publications/Illusion.pdf>

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **(June 8, 2012 for early summer term examinations and July 27, 2012 for late/full summer term)**.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage

to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Grades: Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available ONLY if the student is in good standing in the course.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can

benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.