

Carleton University  
Winter 2019  
Department of Political Science

**PSCI 4105B**  
**Selected Problems in International Development**  
Tuesday, 6:05 p.m. – 8:55 p.m.  
Please confirm location on Carleton Central

Instructor: Alex McDougall  
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**Overview:** Why are some countries so poor, violent, and unfree, and what if anything can the west do about it? In this seminar, students will work through recent political science and political economy literature on several problems of development: the role of history, the problem of state formation and conflict, building human capabilities, democracy and governance, and global economic crisis and change. The instructor will lead the first part of the seminar and the second part will typically consist of student presentations and moderated discussion.

**Readings and other course materials:** Course readings and other materials are available online through CUlearn and the library.

### Evaluation

- **60% - Topic Essays (3):** A 5 page essay using the course readings and where required, outside material. Essay topics and questions will be distributed to students at the start of the semester. For further instructions, students should read the “how to write a topic paper” guideline posted on CUlearn. **Due:** January 29 , March 5, April 9
- **20% - in-class presentation/discussant:** Students will deliver a presentation on a reading from the syllabus. Readings will be assigned to students during the first class. The presentations require students to:
  - provide background and context on the topic that the reading is addressing;
  - summarize the reading, including the thesis, main arguments and (if applicable) methodology, cases or data used;
  - explain the contribution of the reading to the topic (i.e. what is the main takeaway);
  - critically analyze the reading by assessing factors such as, whether reading convincing, the assumptions it makes, the quality of the evidence presented, whether apply well in other settings. In your criticism, stick to the content of the reading and avoid commenting on stylistic or writing quality issues.
  - provide questions for class discussion.
  - Presentations should also:
    - Not exceed 15 minutes in duration (although discussion may last longer)
    - Should include powerpoint or prezi slides,

- a written version for the instructor (which can be rough)
  - Some amount of outside research is expected to supplement your discussion
  - Students will sign up to present readings during week 1. **Due: depending on schedule**
- **20% - Participation:** Students are expected to come to class prepared to discuss the readings. As a seminar, a portion of each class will consist of structured class discussions. This may take the form of a seminar-wide discussion, or smaller break-out groups. Students are expected to make thoughtful contributions to these discussions on a regular basis. The instructor will track the frequency and quality of student participation in assigning the final grade.

**Late assignments:** Late assignments will be penalized 1/3 of a letter grade per day (ie. A- to B+). Late take home exams (i.e. submitted outside of the exam period) must be deferred through the registrar's office.

## Class Schedule

### Jan 8 – An overview of the trends and issues in growth

- Chapter 1 of Acemoglu, Daron, and James Robinson. *Why nations fail: the origins of power, prosperity*
- Dev Patel, Justin Sandefur and Arvind Subramanian, “Everything You Know about Cross-Country Convergence Is (Now) Wrong” October 15, 2018. Online: <https://www.cgdev.org/blog/everything-you-know-about-cross-country-convergence-now-wrong>
- Chapter 2 of Tyler Cowen. *Stubborn Attachments: a vision for a society of free, prosperous, and responsible individuals*

### Jan 15 – Millennium Village Project (and their Critics)

- Jeff Sachs et al. *Ending Africa's Poverty Trap*. [https://www.brookings.edu/wp-content/uploads/2004/01/2004a\\_bpea\\_sachs.pdf](https://www.brookings.edu/wp-content/uploads/2004/01/2004a_bpea_sachs.pdf)
- Impact Evaluation of the SADA Millennium Villages Project in Northern Ghana: Endline Summary Report (2018). Online: <https://opendocs.ids.ac.uk/opendocs/handle/123456789/14060>
- Clemens, Demombynes, 2013, “The New Transparency in Development: Lessons from the Millennium Villages Controversy” Online: [https://www.cgdev.org/sites/default/files/Clemens-Demombynes-new-transparency\\_1.pdf](https://www.cgdev.org/sites/default/files/Clemens-Demombynes-new-transparency_1.pdf)
- Nina Munk, 2014: *the Idealist: Jeffrey Sachs and the Quest to End Poverty*. Listen to this interview with the author, about her book: <http://www.econtalk.org/nina-munk-on-poverty-development-and-the-idealist/>

### Jan 22 – Institutions, trust, and path dependence

- Acemoglu and Robinson: *Why Nations Fail*
- William Easterly, W. *The White Man's Burden: why the west's efforts to aid the rest have done so much ill and so little good*

### Jan 29 - The Randomistas, health, development

- Chapter X - Banerjee, Abhijit, and Esther Duflo. *Poor economics: A radical rethinking of the way to fight global poverty*. Public Affairs, 2012.
- Chapter 7 - Andrew Leigh. 2018. *Randomistas: How Radical Researchers are Changing the World*
- Lant Pritchett - "The Debate about RCTs in Development is over. We won. They lost."  
<http://www.nyudri.org/events-index/2018/2/22/lant-pritchett-talk-the-debate-about-rcts-in-development-is-over-we-won-they-lost> - this is a 1 hour video lecture + slides.
- CCT RCT?

### **February 5 – Education and Development**

- Selections - Pritchett, Lant. *The rebirth of education: Schooling ain't learning*. CGD Books, 2013.
- Selections - Tooley, James. *The beautiful tree: A personal journey into how the world's poorest people are educating themselves*. Cato Institute, 2013.
- Banerjee, Abhijit, and Esther Duflo. *Poor economics: A radical rethinking of the way to fight global poverty*. Public Affairs, 2012.
- Bryan Caplan, 2017: *The case Against Education*

### **Feb 12 – Markets, Trade, Exchange**

- Selections - Powell, *out of poverty: Sweatshops in the global economy* (Cambridge, 2014)
- Chapter 3 and 5 of Easterly, W. *The White Mans Burden*

### **Feb 26 Structural Reforms and the Washington Conesus**

- William Easterly, W. *The White Man's Burden: why the west's efforts to aid the rest have done so much ill and so little good*
- Nicolas Van De Walle – *African Economies and the Politics of Permanent Crisis*

### **March 5 – Law Reform and Property Rights**

- Hernando De Soto, 1999. *The Mystery of Capital*.
- Deere, Carmen Diana, Abena Oduro, Hema Swaminathan and Cheryl Doss. 2013. "Property Rights and the Gender Distribution of Wealth in Ecuador, Ghana and India." *Journa.l of Economic Inequality*
- Banerjee, Abhijit, and Esther Duflo. *Poor economics: A radical rethinking of the way to fight global poverty*. Public Affairs, 2012.

### **March 12: Poverty Inc**

**No readings:** viewing and discussion of the documentary, "Poverty Inc".

### **March 19- Development and Security**

- Jeffrey Herbst, 2001. *States and Power in Africa: Lessons in Authority and Control*
- Robert Bates, 2009. *When things fell apart*
- Jeremy Weinstein, 2007. *Inside Rebellion: The organization of insurgency*

### **March 26: Immigration and Development**

- Michael Huemer, 2010. "is there a right to immigrate?" *Social Theory and Practice*, Vol. 36, No. 3 (2010), pp. 429-61
- Michael Carens, 2013. "Economics and Emigration: Trillion-Dollar Bills on the Sidewalk?", in *Journal of Economic Perspectives—Volume 25, Number 3—Summer 2011—Pages 83–106*
- Selections of Reihan Salam, 2018. *Melting Pot or Civil War?: A Son of Immigrants Makes the Case Against Open Borders*

### **April 2: Urban Governance and Cities**

- Fuller, Brandon, and Paul Romer. *Success and the City: How Charter Cities Could Transform the Developing World*. Macdonald-Laurier Institute for Public Policy, 2012.
- Rajagopalan, Shruti, and Alexander T. Tabarrok. "Lessons from Gurgaon, India's Private City." (2014).

### **April 9: Anarchy and alternative forms of order**

- Leeson, Peter T. "Better off stateless: Somalia before and after government collapse." *Journal of Comparative Economics* 35.4 (2007): 689-710.
- James C. Scott. (2012). Two Cheers for anarchy, or the Art of not being governed

## Academic Accommodations

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The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**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](http://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.

**Carleton E-mail Accounts:** All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**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 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, visit <http://facebook.com/CarletonPoliticalScienceSociety> 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.