

Global Development

Maymester 2009

Monday-Friday, 12:15-3:30pm
Muenzinger E131

Instructor: Michael Touchton
Office Hours: Daily, 10-11am
Ketchum 104

I am happy to meet with you outside of office hours
or by appointment.

I am always available by e-mail.
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Many emerging markets lag behind the industrial North in growth, distribution of wealth and overall economic development. The global South often seems poised for economic takeoff, but observers' lofty predictions never seem to materialize. Instead, the developing world remains mired in an economic morass despite comparative advantages in land, labor and natural resource allocation. A few bright spots exist, but they are the exception rather than the rule. Explaining this state of affairs is a challenge for scholars, policymakers and students alike. This seminar takes up the challenge as it explores the reasons behind the South's persistent underdevelopment. The readings, classroom presentations and discussions begin with the numerous general explanations of development and underdevelopment. Yet, general arguments only go so far- they cannot explain the experience of individual countries. We will debate these theoretical arguments and situate them in individual countries throughout the semester. In this vein, I have selected cases offering unique examples of development and underdevelopment which may also be professionally relevant due to their natural resource allocations.

Ultimately, I design this course to assist students' professional development regardless of global development's direct relevance. Specifically, I require a semester-long research project to identify unanswered questions, perform independent research, synthesize diverse information and reach plausible conclusions regarding a topic of one's choice. Furthermore, class presentations require students to practice disseminating information in a forum resembling a professional workplace. I recognize the workload I require may deter students from enrolling in the class. However, I promise students will benefit directly from these assignments: the skills developed in this course will carry one far beyond the academy and assist students' careers for years to come. I guarantee students will be well-versed in researching, presenting, discussing and analyzing issues in Global Development by the end of the semester.

Required Reading: We will use two texts in this course- the remainder of the readings will be e-mailed as attachments to a class list. All books are paperback editions.

De Soto, 2003. *The Mystery of Capital*. Basic Books.

William Easterly, 2002. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*.

Assignments:

40% Final Exam

40% Final Project

20% Class Participation

Exams- These are designed to measure your comprehension of the broad themes addressed in the course. They will consist of essay and short answer questions covering global development- primarily through economics and politics. The essay portion will constitute 50% of the test grades while 5 short answer/ID questions will make up the remainder. I will allow you to make up a missed exam, but I require documentation for any excuses necessitating your absence.

Final Project- Each student will perform a study of one particular policy within a subject of their choice (pending my approval). A 1-2 page prospectus describing your plans for the project is due May 13th. The prospectus should state your central question, describe its importance relative to the literature in your area of interest and how you plan to answer the question (single case study? comparative case study? broad statistical treatment?, etc). I'll provide comments within the next few days, after which you may schedule meetings with me as you see fit to discuss your project further. This portion of the assignment is marked as either complete or incomplete. **Note: You may not present or turn in a project without my prior approval.** The resulting paper should be 10-15 pages in length (Typed, double-spaced). I also require an electronic copy of the final paper so as to check it for plagiarism through online software. Ultimately, the product of your investigations will be presented to the class near the end of the semester (approx. 8-10 minutes followed by a few minutes of questions). I have included my grading rubric at the end of the syllabus.

Class Participation- Students are required to participate in class discussions. Attendance alone will **not improve** your participation grade. By the same token, lack of attendance need not harm it irrevocably. Attendance is not required in every section *per se*, but absent students cannot participate that day (by definition). In other words, if you have a tendency to miss a lot of class you better be making numerous, meaningful contributions when you show up. The beginning of each class will feature a discussion of current events in Latin America as reported by major newspapers/other media. While reading these media outlets is not an official course requirement, failure to keep up with current events will result in quizzes.

Course Schedule

Week 1 (May 11th-15th) **The Growth Puzzle- Modernization and Dependency**

Chapter 1 in *Dependency and Development in Latin America* FH Cardoso

Ricardo Hausmann, "Prisoners of Geography," *Foreign Policy*, Jan./Feb. 2001

Lawrence E. Harrison, "Culture Matters" *The National Review* (Summer 2000) pp. 1-11

Week 2 (May 18th-22nd) **The Growth Puzzle- Recent Efforts**

Read: *The Elusive Quest for Growth*
The Mystery of Capital

"Institutions and the Resource Curse". H Mehlum, K Moene, R Torvik - *The Economic Journal*, 2006. Blackwell Synergy

Week 3 (May 25th-29th) **Application**

"Walking the Tightrope: Lula's accomplishments in Brazil."
The Economist. April, 2006

"Reconstructing the Congo"

Presentations May 27th, 28th

FINAL EXAM MAY 29th

Grading: I will be happy to re-grade any examination or project material with the understanding that the revised grade could be higher OR lower than the first. However, you must first submit a written description of specific grievances/examples of why you deserve additional consideration. Note: these requirements do not encompass arithmetic mistakes on my part; simply point out any you discover.

Grading Rubric for final projects, presentations

The written portion of your project is worth 75% of the total project grade. You will be evaluated based on the following aspects of the assignment:

Explanation of the project's significance- 15% (5 4 3 2 1 0)
(What is your central issue? Why is it important? What does the literature say about your topic? You may also want to briefly describe your conclusions up front so your reader can follow along.)

Description of methodology employed- 15% (5 4 3 2 1 0)
(How are you going to address your policy area? Why did you select these cases/these forms of evidence? What can they tell you that others cannot?)

Presentation of evidence/Conclusion- 15% (5 4 3 2 1 0)
(What did your research uncover? What does this lead you to believe with regard to previous efforts in the policy area? Do you need more information to address the issue? Why/What type?)

Internal Consistency- 15% (5 4 3 2 1 0)
(Did you do what you said you were going to do? Is the method appropriate for the question? Do your conclusions follow from your evidence?)

Overall Clarity/Organization- 15% (5 4 3 2 1 0)
(Does the paper clearly describe the various aspects of the project? Did you present these aspects at the appropriate time?)

The Presentation grade counts for 25% of the total project score. The only significant difference in my method of evaluation from the written section is increased expectations for overall clarity and organization- The oral presentation will feature a total of 5 points based purely on style- eye contact, speech patterns, memorization, time-management, as well as clarity and basic organization.

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, your participation grade will not deteriorate due to absences for religious purposes.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral

standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities.

All students of the Colorado School of Mines are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). I require electronic submission of final projects so as to check them for plagiarism through online software.