## **PSCI 4012: GLOBAL DEVELOPMENT**

Department of Political Science University of Colorado at Boulder

Professor Baker Andy.Baker@Colorado.edu Office hours: Tuesdays 1:00-3:00, Ketchum 224 303-492-1733 Fall 2018 Hale 230 Tuesdays and Thursdays 3:30-4:45PM

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### **COURSE OBJECTIVES**

Why are a few countries rich while so many are relatively poor? This course will explore different answers to this incredibly important question. Are the world's vast inequalities due to centuries of exploitation of the global South by the West? Or are they due to bad leadership, poor institutions, and cultural values in the South itself? Alternatively, is global poverty due to something outside of human control, namely nature and geography? This course will give students a variety of theoretical and practical tools for thinking about these questions. The course will also consider several country cases and present other descriptive material about the politics, economics, and societies of less developed countries.

This will be an active learning course. The best way to learn about virtually any topic is for students to be engaged and involved in the learning process on a recurring basis, rather than being passive listeners and receptors of the material. To this end, many of the weeks will be flipped classrooms, in which students view an online lecture ahead of time and engage in group projects in the classroom.

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#### **COURSE REQUIREMENTS**

Students will be graded on a wide array of assignments and skills, including examinations, writing assignments, reading quizzes, and group projects. Final grades will be determined according to the following distribution:

1)	Examinations		35%
·	A. Midterm:	15%	
	B. Final:	20%	
2)	Papers		35%
•	A. Grant proposal:	10%	
	B. Research paper:	25%	
3)	Group Projects		20%
4)	Clickers		10%

- 1) Examinations: 35% of the overall grade is based on closed-book, in-class examinations. Examinations will not be given to anyone at a day or time other than that already specified on this syllabus. Students who require special arrangements because of a disability must show me authorization from Disability Services within the first three weeks of class and must take the examinations at the specified time. The Midterm (15%) will cover units 1 and 2. The Final (20%) will cover ALL course material. More information on these examinations will be forthcoming.
- 2) <u>Papers</u>: 35% of the final grade is based on two papers written individually by students. Papers handed in after the specified time will have ten percentage points subtracted from their final score each day they are late. Students will submit papers to Canvas, where they will undergo a plagiarism check. The *Grant proposal* (10%) is a short (500-word, 2-page) paper on a question about foreign aid priorities. The *Research paper* (25%) is a medium-length (1500-word, 5-6 pages) paper based on outside readings and research. More information about each of these two assignments will be forthcoming.
- 3) <u>Group Projects</u>: 20% of the final grade is based on a set of group projects that students will carry out in class. Each group project will be weighted equally. Students are *encouraged* to bring their laptops to class. Details will be forthcoming.
- 4) <u>Clickers</u>: 10% of the overall grade will be based on the clicker questions asked during lectures. On most lecture days, class will begin and end with clicker questions on the assigned reading and/or lecture for the day. <u>There are no make-up clicker questions!</u> Instead, students receive **four** freebie clicker days for the semester, to be used for absences or poor clicker performance. Each student's four weakest days will be thrown out in calculating their

final clicker score. Note that religious holidays, sickness, family emergencies, clicker problems, and other reasons for absence that are "legitimate" DO COUNT against your freebie absences. You are strongly advised to use your freebies for these purposes. <u>Because all students receive an ample allotment of freebies, please do not discuss, give excuses for, or argue about absences with the professor!</u> More information on clicker usage can be found below.

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### **GRADING POLICIES**

Chris Jorde jorde@Colorado.edu

Office hours: Tuesdays and Thursdays 2:00-3:00PM Ketchum 211

The grader for this course and your primary point of contact for all grade related questions is Chris Jorde. It is best to contact Jorde by email using your "@Colorado.edu" account at the address jorde@Colorado.edu. (DO NOT email <a href="mailto:chris.jorde@Colorado.edu!!!">chris.jorde@Colorado.edu!!!</a>). Please allow 24 hours for a response. If you do not receive a response within 24 hours, please resend your message. Exams and written assignments may be re-graded at a student's request. However, the student must discuss the assignment with Jorde in person. Furthermore, re-grade requests will not apply to specific questions; any re-grade will cover the entire assignment.

There are no extra credit projects available in this course. Final grades will be determined using the following percentage scale: A=94.0-100, A=90.0-94.0, B=87.0-90.0, B=84.0-87.0, B=80.0-84.0, C=74.0-77.0, C=70.0-74.0, D=64.0-67.0, D=60.0-64.0, D=60.0, D=60.0, D=60.0, D=60.0,

As always, academic dishonesty is not tolerated; you will receive an "F" in the class and may be expelled. Academic dishonesty includes, but is not limited to, passing off the work of others (especially current or former students or published work) as your own, whether it be on a paper, a presentation, an exam, a quiz, or any other type of assignment. A common practice in this day and age that you must nonetheless avoid is "cut-and-paste plagiarism," in which students directly copy and paste portions of an online source into their papers without quoting and citing it properly. If you copy four or more words from another author/person without putting the copied text in quotation marks AND immediately citing the source, you have committed plagiarism. Also note that you are not allowed to plagiarize yourself: In other words, your writing for this class must be original and cannot be from a paper you have written or are writing for another class. Finally, cheating on clickers entries is also academic dishonesty.

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## **READING MATERIALS**

Two books are required reading for this course. They are as follows:

(1) Shaping the Developing World: The West, the South, and the Natural World by Andy Baker (978-1608718559) [All author proceeds will be donated to a development charity of students' choosing]

(2) Poor Economics by Abhijit Banerjee and Esther Duflo (978-1610390934)

Both are available for purchase at the CU Bookstore, and one copy of each is also available on course reserve at Norlin Library. You can also purchase or rent these books at Amazon.com or another online source. Any other required readings will be made available electronically through the Canvas site for the course. Students must also have an iClicker device for this course.

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# **GROUP ASSIGNMENT GUIDELINES**

Working in a group is a reality of the modern workforce, and this course will give students plenty of experience and practice on this front. Group work, however, poses challenges along with the rewards. Please keep in mind the following guidelines in your group work:

- (1) The biggest problem with group assignments is the free-rider problem. Don't be the slacker. As a partial incentive, your work and effort will be confidentially graded by your fellow group members at the end of the semester. Your average across these grades will count the equivalent of one group assignment.
- (2) Students will be randomly assigned to a group for the first half of the semester. Students can reconstitute their groups (at their discretion) for the second half of the semester.

- (3) During group work days, stay focused on course material and content (e.g., do not wander off into Facebook). I have yet to see a piece of written work that could not be improved upon, so the argument that your group is somehow "done" will not fly.
- (4) The instructor and grader will roam around the classroom on group work days. Get our attention to ask questions: that is what we are there for.
- (5) Be professional with your group members. Respect and actively listen to all members' input and opinions. Be mindful to not discriminate against others because of their gender, race, major, ethnicity, country-of-origin, etc.

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#### **COURSE SCHEDULE**

# **UNIT 1: INTRODUCTION**

Week 1: August 28 & 30

Course Guidelines and Themes

Week 2: September 4 & 6 Introduction to Global Development

Week 3: September 11 & 13 Trends in Global Development

Week 4: September 18 & 20 The Ethics and Desirability of Development

Assianment

Assignment

Reading: Chapter 2 of Shaping the Developing World (by 9/4)

Reading: Chapter 1 of Shaping the Developing World (by 9/4)

Assignment

• Group activity: Generate a data report on some development trend.

Assignment

Reading: Chapters 3 and 14 of Shaping the Developing World (by 9/18)

Watch: <a href="https://www.youtube.com/watch?v=TxbmiDngois">https://www.youtube.com/watch?v=TxbmiDngois</a> (no class 8/30)

• Group activity: In-class debate

UNIT 2: THE WEST: COLONIALISM, TRADE, AND AID

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Week 5: September 25 & 27

Slavery and Western Colonialism

Reading: Chapter 4 of Shaping the Developing World (by 9/25)

Week 6: October 2 & 4

Dependency Theory and

Neocolonialism

Assignment

Reading: Chapter 5 of Shaping the Developing World (by 10/2)

· Group activity: Discuss grant proposal ideas and topics.

Week 7: October 9 & 11

Foreign Aid and the Bretton Woods

Institutions

Assignment

Reading: Chapter 6 of Shaping the Developing World (by 10/9)

· Group activity: Critique partners' grant proposals in class. Bring hard

copies of grant proposal drafts to class on October 9.

• PAPER: Grant Proposal Final Draft due to Canvas on October 12 at

11:59PM

Week 8: October 16 & 18

Midterm

· Group activity: Midterm review

• Midterm over Units 1 and 2 October 18 in class

## UNIT 3: THE SOUTH: CULTURE, POLICY, AND INSTITUTIONS

Weeks 8: October 16 & 18

Culture, Psychology and Underdevelopment

Assignment

Reading: Chapter 7 of Shaping the Developing World (by 10/16)

Reading: Chapters 1-4 of Poor Economics (by 10/16)

Week 9: October 23 & 25

Diversity and Development

<u>Assignment</u>

Group activity: Design your own RCT

Week 10: October 30 & Nov. 1

Gender and Development

<u>Assignment</u>

Reading: Chapter 12 of Shaping the Developing World (by 10/30)

• Reading: Chapter 5 of Poor Economics (by 10/30)

Week 11: November 6 & 8

Economic Institutions: Property

Rights and Finance

Assignment

Reading: Chapter 9 of Shaping the Developing World (by 11/6)

• Reading: Chapters 6-10 of Poor Economics (by 11/6)

· Group activity: TBA

Week 12: November 13 & 15

Economic Institutions: State-led Development vs. the Washington

Consensus

Assignment

Reading: Chapter 8 of Shaping the Developing World (by 11/13)

• Group activity: Critique partners' research paper draft in class. Bring hard copies of research paper drafts to class on November 13

Week 13: Thanksgiving Break

Week 14: November 27 & 29

Political Institutions: Governance

Assignment

• Reading: Chapter 10 of Shaping the Developing World (by 11/27)

• PAPER: Research Paper Final Draft due to Canvas on November 30

at 11:59PM

Week 15: December 4 & 6

Political Institutions: Violence and

State Failure

Assignment

Reading: Chapter 11 of Shaping the Developing World (by 12/4)

• Group activity: Generate a data report on some governance trend.

# **UNIT 4: NATURE: GEOGRAPHY AND PROSPERITY**

Week 16: December 11 & 13

Geography and Economic

Prosperity

Assignment

• Reading: Chapter 13 of Shaping the Developing World (by 12/11)

· Group activity: Final Exam review

**Final Exam** 

Tuesday, Dec. 18, 1:30PM - 4:00 PM

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## **CLICKERS GUIDELINES**

Ten percent of students' final grades will be based on Clicker scores, accumulated during each lecture throughout the semester. STUDENTS SHOULD BRING CLICKERS TO EVERY LECTURE! Clicker questions are usually worth two points: one point for participation and one point for accuracy. Occasionally, there will be one-point questions in which students receive full credit just for participating. Either way, students always receive some credit for just participating. Note that, unless specified otherwise at the time, students ARE ALLOWED to consult with other students and their books on their Clicker entries.

At the end of the semester, students' four worst clicker days will be discarded, and the clicker grade will be based on the percentage accumulated over all remaining days. These four freebies should be used wisely! Days for which students receive a clicker score of 0 will be counted against the four freebies. These include absences for ANY reason (including sickness, family emergencies, and religious holidays), technical difficulties with a clicker (dead batteries, unregistered clicker, broken clicker), or a forgotten clicker. Students who arrive late or leave early to class will also miss clicker points. Most class days will begin with a set of clicker questions, often on the assigned reading or lecture for that day, and most will also end with a set of questions.

To receive proper credit, YOU MUST HAVE YOUR CLICKER REGISTERED TO YOUR NAME!!! You only need to register a clicker once; if you have registered a clicker for another class in the past, it should be already registered for this class. To register, log in to myCUinfo and select the Student tab. Then, click on the CUClicker Registration button and enter your Clicker Serial Number—that is, the number on the white label on the back of the clicker. Finally, click Register. For more information, go to http://oit.colorado.edu/node/779.

Students must also enter the correct frequency code AT THE BEGINNING OF EACH CLASS! Students can do this with 3 button clicks. First, hold down the "ON/OFF" switch for a few seconds until the light starts blinking. Second, enter the correct two letters in sequence. (Sometimes the last two button clicks are done automatically for you.)

To give students time to register and test-run their Clickers for this class, scores will not begin affecting grades until the lecture of September 11. We will have trial runs before then, and clicker scores will be posted in Canvas after these classes so students can make sure that their answers are being recorded correctly. **REMEMBER, IT IS YOUR RESPONSIBILITY TO CONFIRM THAT YOUR SCORES ARE BEING RECORDED!!!** Even if you have successfully used your clicker in previous classes, you should periodically check to make sure your entries are being recorded for this one.

IF YOU NOTICE DURING THE SEMESTER THAT, EVEN AFTER YOU'VE REGISTERED YOUR CLICKER, YOUR SCORES IN CANVAS ARE ALL ZEROES, EMAIL PROFESSOR BAKER WITH YOUR CLICKER SERIAL NUMBER. I CAN ALMOST ALWAYS FIX THE PROBLEM.

Students who are found cheating with their clickers (e.g., entering answers for friends who are absent) will earn an "F" as their final course grade and be referred to Honor Council.

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#### UNIVERSITY OF COLORADO POLICIES

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please inform the professor immediately if you have any religious holiday conflicts with the two scheduled exams that appear on this syllabus. See the campus policy regarding religious observances for full details.

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the <u>Disability Services website</u>. Contact Disability Services at 303-492-8671 or <u>dsinfo@colorado.edu</u> for further assistance. If you have a temporary medical condition or injury, see <u>Temporary Medical Conditions</u> under the Students tab on the Disability Services website.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the Student Code of Conduct.

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the Honor Code Office website.

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members

of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.