OVERVIEW

The purpose of this course is to explore the major challenges facing the developing world today, with the aim of answering this overarching question: why are some countries wealthy while others remain poor? A secondary aim of the course is to understand how our assumptions about development can be tested in a rigorous manner. There is still much that social scientists do not know about how the world works; by developing and applying sound research skills, you can make important contributions to our understanding of development challenges.

The material we will cover is organized around three broad themes. First, what is development? We will explore the concept, its measurement, its historical roots, the role of the state, and the principal theories of development. Second, what factors distinguish developed countries from poorer ones? We will consider a host of issues: democracy, geography, culture, ethnicity, religion, gender, health, natural resources and the environment, trade policies, corruption, and conflict. Third, what is the effect of intervention and change? Here, foreign aid, informal solutions, international organizations, the challenges of getting rich, and globalization are topics for study. The organizing premises of the course are that development (in some form) is a desired good for all countries, and that states play a critical role in the process, even if some things are beyond government control.

This course is not designed as a study of individual countries; it is a theme-based course. Nevertheless, in exploring the themes and trends that dominate politics in the developing world, we will learn quite a bit about a variety of countries in Africa, Asia, Latin America, and the Middle East, and you will have additional opportunities to learn the details of specific countries through your own research.

REQUIREMENTS

The course is taught in two lectures per week, on Mondays and Wednesdays from 10:00 – 10:50am in Shoemaker 2102, and in Friday discussion sections. In registering for the course, you are making a commitment to attend all of these meetings.
There are four requirements for this course. First, students are expected to come to every meeting and to participate actively in discussions. Second, there will be an in-class midterm exam. Third, you will have the opportunity to research and write on the development prospects of a country of your choosing, in the form of a 10-12 page research paper (submitted in two parts). Students will also take a final exam. The relative weights accorded to each of these requirements are as follows:

- Midterm 25 percent
- Research Paper 25 percent (submitted in two parts: Apr 20 and May 15)
- Final Midterm Exam 30 percent
- Participation 20 percent

READINGS

The readings for this course are essential for understanding the themes discussed in class; to do well and to get as much as possible out of the course, you will have to do all of them. Two books are required. Those books, available at the campus bookstore and for four-hour check-out periods at the library, are very well known books on development. We will read several chapters from each. They are:


All other readings (aside from the books) will be provided via the course website.

ABSENCE & OTHER POLICIES

If you are going to miss class and would like your absence to be excused, you are required to email the professor (for lectures) or your T.A. (for sections) regarding your absence in advance of the class and to bring documentation supporting your excused absence on the day you return. Attendance in lecture will be recorded approximately five times during the course of the semester and factored into the participation grade. Late papers will be penalized. Details of grading policies are found on the last page of this syllabus.

Use of computers is prohibited in lectures. Any student who wishes to receive special permission to use a computer (solely for the purpose of note-taking) must see the professor and obtain written permission. Inappropriate or unauthorized use will count as an absence.

Any evidence of academic dishonesty will be forwarded to the Dean’s office.

If you require special assistance or face extenuating circumstances that could affect your performance in class, please come see me right away or as soon as the issue arises.

For more information on UMD course-related policies, please visit the following link: [http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html)
SCHEDULE AND ASSIGNMENTS

Jan 24:  --------

Jan 29:  --------

Jan 31: **Introduction – What is Development?**
- Paul Collier, *Bottom Billion*, Ch. 1.

Feb 5: **How Should We Measure Development?**

Feb 7: **Testing Development Outcomes**
- Daniel Drezner, “Why Killing bin Laden is a Big F***ing Deal.” *Foreign Policy*. May 2, 2011.

Feb 12: **Historical Roots of Development**
- Diamond, Jared. 1997. “Why Did Human History Unfold Differently on Different Continents for the Last 13,000 Years?” University of California, Los Angeles.

Feb 14: **Theories of Development**

Feb 19: **The Role of the State**
Feb 21: Geography and Development
- Paul Collier, *Bottom Billion*, Ch. 4.

Feb 26: Democracy and Development

Feb 28: Democracy and Development II

Mar 5: Culture and Development

Mar 7: Religion and Development

Mar 12: Ethnicity and Development

Mar 14: MIDTERM

Mar 18-25: SPRING BREAK

Mar 26: Corruption and Development

Mar 28: Conflict and Development
• Paul Collier, The Bottom Billion, Ch. 2.

Apr 2: Gender and Development
• Amartya Sen, Development as Freedom, Ch. 8.
• Nicholas Kristof and Sheryl WuDunn. 2010. Half the Sky. Intro, Ch. 1, Ch. 10.

Apr 4: Health and Development

Apr 9: Natural Resources and Development
• Paul Collier, The Bottom Billion, Ch. 3.
• Michael Ross. 2012. The Oil Curse, Chapter 2.

Apr 11: The Environment and Development

Apr 16: Policy Choices, Trade, and Development
• Paul Collier, The Bottom Billion. Ch. 5, “Bad Governance in a Small Country.”

Apr 18: Foreign Aid
• Paul Collier, The Bottom Billion. Ch. 7, “Aid to the Rescue?”
• Dambisa Moyo, 2009, Dead Aid. Forward and Ch. 1.

** Paper Part I due on Friday, April 20
Apr 23: **Non-Governmental Organizations (NGOs) and Informal Solutions to Poverty**

Apr 25: **International Institutions and the International Order**

Apr 30: **Challenges of Getting Rich**
- Varshney, ‘India’s Democratic Challenge,” *Foreign Affairs*.

May 2: **Globalization, Intervention, and Development**
- Paul Collier, *The Bottom Billion*. Ch. 6, “On Missing the Boat.”

May 7: **Conclusion: What Can Be Done?**
- Paul Collier, *The Bottom Billion*. Ch. 11, “An Agenda for Action.”

**MAY 9: EXAM**

**FINAL PAPERS ARE DUE ON MAY 15**
Grading Scale

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 – 100</td>
<td>A</td>
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<td>90 – 93</td>
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<tr>
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<td>&lt; 60</td>
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Calculation of Participation Grades

Participation grades will be assigned twice, once at the midpoint of the semester and once again at the end of the semester (each time worth 10 percentage points of the total grade). The 20 percentage points for participation will be distributed approximately as follows:

- 4 points for lecture attendance
- 10 points for section attendance
- 6 points for section contributions, attentiveness, and engagement

Example Participation Grades

A student comes to every lecture, every section, listens, shares her/his views, responds to questions, and demonstrates familiarity with the readings. $4 + 10 + 5/6 = 19$ or $20$  A

A student comes to every lecture and section but never engages, responds to questions, shows attentiveness to others, or demonstrates familiarity with the readings. $4 + 10 + 0/1 = 14$ or $15$  C

A student comes to every lecture but doesn’t go to sections. $4 + 0 + 0/1 = 4$ or $5$  F

A student comes to most lectures and she/he has two unexcused absences from sections. He/she contributes occasionally but doesn’t show familiarity with readings are offer thoughtful insights. $3 + 8 + 2/3/4 = \text{between 13 and 15}  \ C$

A student comes to every lecture, every section, and occasionally responds to questions, shows attentiveness, and once in a while comments on a reading. $4 + 10 + 3/4 = 17$ or $18$  B