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School of Diplomacy and International
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Fall 2019

DIPL 6153 AA International Political Economy

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DIPL 6153 AA
INTERNATIONAL POLITICAL ECONOMY
Fall 2019

SYLLABUS

Instructor: Professor Nabeela N. Alam
Office: McQuaid Hall 107, x2265
Office hours: M 1pm-3pm, or by appointment
Email: nabeela.alam@shu.edu

Class times and location:
W 2:00 pm – 4:10 pm
Stafford 208

Note: Please put DIPL 6153 in the subject line

COURSE DESCRIPTION

This course critically analyses the theories of development and growth to try and understand why some countries are rich and others are poor, and why some countries are growing faster than others. Using empirical evidence, the course will identify key features of the economic and political development processes, including individual and societal factor accumulation. We will examine underlying historical, structural, and institutional causes of development and underdevelopment. The objective of the course is for students to be able to draw on empirical evidence to evaluate the relevance of the economic frameworks in diagnosing root causes of development.

CLASS STRUCTURE

The course will run as a **lecture-seminar hybrid**. I will deliver material as needed (lecture component) to advance understanding and discussions. As in a seminar, students are expected to synthesize assigned readings with the lecture component to propagate classroom discussions. This requires you to complete the assigned readings ahead of time, and to critically engage with the material for discussions. The 20% grading weight on student participation reflects the seminar component of the class.

REQUIRED COURSE MATERIAL

There are two required books for the course, which you can buy on Amazon.

- Todaro, M. P. and S. C. Smith. 2015. *Economic Development*. Pearson: New York City, 12th edition.
- Banerjee, Abhijeet. V., Roland Benabou and Dilip Mookherjee. 2006. *Understanding Poverty*. Oxford University Press: New York City.

Other required readings and audio material will be listed in the Course Schedule section, along with links to access the material. Additional material will be handed out in class, posted on Blackboard, or emailed.

Recommended books:

- Acemoglu, Daron and James A. Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Business, New York.

COURSE COMMUNICATION AND INFORMATION DISSEMINATION

All course material will be handed out in class, emailed or posted on the course site on Blackboard, located at <http://myweb.shu.edu/>. I will send emails and course announcement from the course website on Blackboard, so you should regularly (once every 36 hours) check the email address you listed in the SHU directory.

To confirm that you are receiving emails through Blackboard, log into the course site and send an email to yourself. The [Technology Service Desk](mailto:servicedesk@shu.edu) (servicedesk@shu.edu, (973) 275-2222 or x2222) can assist you with any questions.

When emailing me, type **DIPL 6153** in the subject, and follow this with a subject relevant to your email. For instance, you may write “DIPL 6153 – Paper” as the subject of your email. An email with the appropriate subject automatically gets forwarded to my **DIPL 6153** folder and minimizes the probability of getting overlooked in a busy inbox. I will do my best to respond to your email within 24 hours during weekdays and within 48 hours during weekends.

GRADING DISTRIBUTION AND POLICIES

The grade for this course has four components:

Class participation and preparation	25%
Take-home midterm	25%
Country diagnostic project	50%
a. Presentation (15%)	
b. Paper (35%)	

COURSE REQUIREMENTS AND EVALUATION CRITERIA

Class participation and preparation (25%)

Attendance is required, and not a component of participation. Thus you will not earn participation points through attendance.

Class participation includes but is not limited to asking relevant questions or building on the comments of others to further discussion, answering questions *meaningfully*, demonstrating thoughtful responses to assigned readings, and referring *meaningfully* to real world examples relevant to discussions. If you participate regularly in class, I will learn your names and count your participation towards the course grade.

Your contributions should be well articulated (concise, clear, civil), logically consistent, use relevant evidence, connect to the course material and stay on point. I will particularly reward original and creative comments, arguments or observations.

Preparation involves **completing and processing the assigned readings** *before* coming to class or office hours. Note that the reading is designed to provide you with multiple perspectives and an array of evidence. To do well in this course, you must engage in *active* reading during which you take good notes, reflect on the evidence presented, and draw out the key arguments made by the authors. I will treat assigned readings as background, and build on them in class to give a more in-depth treatment of the topics at hand. Thus, you will demonstrate preparation for class by using material from the reading, audio material, and cases in your classroom contributions.

Take-home midterm (25%)

You will answer 2-3 out of 5 prompts as part of your take home midterm. The responses will be in the form of short essays, where you will provide thoughtful, critical insights by synthesizing evidence and information from various readings. The midterm will be available after class on October 9, and will be due before class on October 17.

Country diagnostic project (50%)

This is a 8-10 page paper in which you will run a growth diagnostic on a developing country of your choice, but not a country covered in the Todaro & Smith (2015) case studies. You will provide the economic and political context of the country, compare its performance to its geographic neighbours and other countries in a similar stage of development, and then provide a detailed diagnosis that explains the country's growth and development trajectory. You will also present your paper in class.

Presentation (15%)	Wed, Nov 20
Paper due (35%)	Wed, Dec 11

Detailed prompt for the final project will be handed out in class.

Written assignments are due via Blackboard. Papers should be written using one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

COURSE POLICIES

Attendance in all class sessions is required and I will take attendance. Attendance is expected, and will not be rewarded with a score towards your final grade. Do not confuse the attendance requirement with class participation requirements. I understand, however, that unforeseen circumstances beyond your control may arise. With this in mind, you are allowed either one full class absence or two half-class absences without need of explanation. Any absences beyond this point will negatively impact your overall grade. In other words: you have two free half-class passes, so use them wisely by saving them for emergencies and unavoidable circumstances. Students missing class due to an illness are required to provide a doctor's note. **Lateness** will not be tolerated. Repeated instances of lateness can be treated as absences at the discretion of the instructor.

Grade appeals will be considered only in the event you discover a mistake in grading. Nonetheless, you must wait 48 hours before appealing. Note that re-grades will not be limited to the disputed part of the exam or assignment.

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

Technology can be both beneficial and harmful in learning. Based on my teaching experience and recent evidence, laptops will not be allowed in class, even for accessing the required reading material. Mobile phones and other hand held devices must be set to silent and put away during class. If you require accommodations for using technology in the classroom, please contact me directly to resolve the matter.

SETON HALL POLICIES AND RESOURCES

Accommodations. It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy

Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Counselling. The Office of Counselling and Psychological Services (CAPS) provides free year-round counselling to students in need of support. CAPS is located in Mooney Hall and can be reached at (973) 761-9500.

Academic Honesty. Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

- <http://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>
- <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>.

COURSE SCHEDULE (subject to change)

Week #	Day	Topic	Assignments
1	W Aug 28	Introduction.	
	M Sep 2	Labor Day	
2	W Sep 4	Comparative Economic Development	
3	W Sep 11	Classical Growth Theories	
4	W Sep 18	Modern Growth Theories and Growth Diagnostics	
5	W Sep 25	Historical Legacies and Cultural Differences	
6	W Oct 2	States and Markets	Choose country for project
7	W Oct 9	Governance, Corruption and Democratization	Midterm given
	M Oct 14	Fall Break	
8	W Oct 16	Poverty and Inequality	Midterm due Oct 18 (F)
9	W Oct 23	Human Capital Accumulation: Health and Education	
10	W Oct 30	Gender	
11	W Nov 6	Ethnolinguistic Differences and Conflict	
12	W Nov 13	Foreign Aid	
13	W Nov 20	Student Presentations	
	W Nov 27	Thanksgiving Break – no class	
14	W Dec 4	Concluding Thoughts	
	W Dec 11	Final exam period – no class	Final draft due Dec 11 (W)

READINGS (subject to change)

Wed, Aug 28. Session 1 – Introduction: What does the data tell us about

Required reading:

- Todaro & Smith Chapter 1

Wed, Sep 4. Session 2 – Comparative Economic Development

Required reading:

- Todaro & Smith Chapter 2
- Page, Lucy and Rohini Pande. 2018. “Ending Global Poverty: Why Money Isn’t Enough.” *Journal of Economic Perspectives* 32 (4): 173-200.

- Jones, Charles I. “The Facts of Economic Growth.” *NBER Working Paper No. 21142*, May 2015.

Wed, Sep 11. Session 3 – Classical Theories of Growth and Development

Required reading:

- Todaro & Smith Chapter 3
- <http://web.mit.edu/krugman/www/dishpan.html>
- Jones, Charles I. “The Facts of Economic Growth.” *NBER Working Paper No. 21142*, May 2015.

Wed, Sep 18. Session 4 – Modern Theories of Growth and Development

Required reading:

- Todaro & Smith Chapter 3
- Hausmann, Ricardo, Bailey Klinger, and Rodrigo Wagner. 2008. “Doing Growth Diagnostics in Practice: A ‘Mindbook’.” Harvard CID Working Paper 177.

Wed, Sep 25. Session 5 – Historical legacies

Required reading:

- Banerjee, Benabou, and Mookherjee (BBM) Chapter 2: Acemoglu, Johnson, and Robinson. “Understanding Prosperity and Poverty: Geography, Institutions, and the Reversal of Fortunes.”
- BBM Chapter 3: Engerman and Sokoloff. “Colonialism, Inequality, and Long-Run Paths of Development.”
- Nunn, Nathan. 2009. “The Importance of History in Economic Development.” *Annual Review of Economics* 1 (1):65-92.

Wed, Oct 2. Session 6 – States and Markets

Required reading:

- Todaro & Smith Chapter 11.1-11.6
- Grief, A, “Coercion and Exchange.” Stanford University.
- Rodrik, Dani. 2008. “Thinking About Governance” in *Governance, Growth, and Development Decision-Making, Reflections by D. North, D. Acemoglu, F. Fukuyama, and D. Rodrik*, The World Bank.
- Rodrik, Dani. 2008. “Second Best Institutions.” *American Economic Review Papers & Proceedings* 98(2): 100-104.
- Besley, Timothy and Torsten Persson. 2011. *Pillars of Prosperity*. Princeton University Press. *Chapter 1 – Development Clusters*

Wed, Oct 9. Session 7 – Governance, Corruption, and Democratization

Required reading:

- Todaro & Smith Chapter 11 & 15
- Olken, Ben and Rohini Pande. 2012 “Corruption in Developing Countries.” *Annual Review of Economics* 4: 479-509.
- BBM Chapter 11: Laffont, Jean Jacques. “Corruption and Development.”

Wed, Oct 16. Session 8 – Poverty, Inequality, and Development

Required reading:

- Todaro & Smith Chapter 5
- BBM Chapter 4: Piketty, Thomas. “The Kuznets Curve: Yesterday and Tomorrow.”
- BBM Chapter 5: Aghion, Phillipe and de Aghion, Beatriz Armendariz. “New Growth Approach to Poverty

Alleviation.”

Wed, Oct 23. Session 9 – Health and Education

Required reading:

- Todaro & Smith Chapter 8
- World Development Report 2018, Chapters 2-3.
- BBM Chapter 18: Case, Anne. “The Primacy of Education.”

Wed, Oct 30. Session 10 – Gender

Required reading:

- Todaro & Smith Chapter 9.4
- Duflo, Esther. 2012. “Women Empowerment and Economic Development.” *Journal of Economic Literature*, 50 (4): 1051-79.
- Jayachandran, Seema. 2015. “The roots of gender inequality in developing countries.” *Annual Review of Economics* 7(1): 63-88.

Wed, Nov 6. Session 11 – Ethnolinguistic differences

Required reading:

- Todaro & Smith Chapter 14.5
- BBM Chapter 12: Miguel, Edward. “Ethnic Diversity and Poverty Reduction.”
- Easterly and Levine. 1997. “Africa’s growth tragedy: Policies and ethnic divisions.” *Quarterly Journal of Economics* 112(4): 1203-1250.

Wed, Nov 13. Session 12 – Foreign Aid

Required reading:

- Todaro & Smith Chapter 14
- TBD

Wed, Nov 20. Session 13 – Student Presentations

Wed, Nov 27. Thanksgiving Break – No class.

Wed, Dec 4. Session 14 – Concluding Thoughts