

INTA 6704
INTRODUCTION TO GLOBAL DEVELOPMENT (GRADUATE)
Fall 2023

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Office Hours: Tuesdays 1pm to 2pm, or by appointment.

*****PRELIMINARY*** SYLLABUS**
Please check Canvas for the most up-to-date version.

Description

Global Development is a dynamic and multidisciplinary field that focuses on reducing poverty and inequality and improving the socio-economic wellbeing of citizens across the globe. This course provides a graduate-level introduction to the field. Students will spend time unpacking the concept of development and examining the key drivers of underdevelopment. They will also explore various facets of underdevelopment including gender disparities, violent conflict and corruption and gain an understanding of why citizens in many developing nations fail to gain access to public services. Students will explore these topics through reading and analyzing key development debates in the academic literature as well as by grappling with real-world cases. The class will be discussion-based and will rely heavily on active student participation.

Pre-Requisites

There are no pre-requisites for this course. This is a required course for the graduate certificate and the Master's degree in Global Development.

Course Goals and Learning Outcomes

Upon successful completion of the course, students should be able to:

- Demonstrate knowledge of principal contemporary global challenges in the field of global development
- Demonstrate an understanding of key concepts and frameworks used by scholars to understand and explain global development
- Demonstrate a deeper knowledge of countries in the developing world
- Explain why underdevelopment persists and what can (and cannot) be done about it
- Analyze challenges in the field of global development and approaches to addresses these challenges
- Express arguments clearly both in written reports and in oral presentations.

Course Requirements and Grading

Assignment	Description	Due Dates	Percentage of Overall Mark
Case-Study Presentations x 2	6 to 8 slides, <u>under 10 minutes long</u> (10% each)	A presentation on <u>two of the following parts</u> of the course (Part II, III and/or IV). <i>Slides will be Due on Canvas <u>at Noon ET</u> on your assigned presentation date.</i>	20%
Group Exercises x 4	Discuss the questions provided with your group and provide a written response in class. <u>All group work to be completed in class.</u>	Weeks 4,5, 7 and 15.	28%
Discussion Lead/Co-Lead x 2	Serving as a Discussion Co-Lead involves preparing a blog post on the week's readings (to be submitted on Canvas) as well as co-leading the discussion. Detailed instructions provided below.	Schedule per Sign-up Sheet. Blog post due on Canvas <u>by Noon ET</u> on the day you are scheduled to present.s	18%
Final Review Essay	As Described Below. 8-10 pages double-spaced (excluding title and reference pages)	Essay Due on Canvas on December 8 th , 2023 at Noon ET.	15%
Participation	Oral In-Class Participation, Participation on online discussion boards, as well as performance on in-class exercises	Each Class Session Throughout the Semester (see Schedule Below)	19%

Description of Graded Components

(1) **Case Study Presentations.** After the introduction, the course is divided into three broad course topics: (i) Causes of (Under)Development (ii) Social and Aspects of Underdevelopment and (iii) Political Accountability. You are required to give a presentation on two of the three topics above, in accordance with the detailed schedule below. Your presentation should focus on a problem or challenge relevant to the given part of the course. In particular, you will identify a specific country that experiences the problem or challenge and then you will apply the lessons from the lectures and readings for the week to understand and analyze the problem or challenge. The presentation should be structured as follows:

- (1) Description of Problem or Challenge in General
- (2) Discussion of why the Problem or Challenge is Relevant to the given broad course topic
- (3) Description of Problem or Challenge as Experienced by the Specific Country
- (4) Brief and Relevant Background on the Country
- (5) Discussion of Three Relevant Concepts, Frameworks or Insights from the given part of the course that helps you better understand or explain or figure out how to solve the given problem or challenge in the context of the particular country. *Note: The depth with which you engage with the concepts from course materials will be a very important part of your grade on the assignment. You should clearly highlight which concepts you are drawing upon for your case study.*
- (6) Two questions for class discussion. (You should also be prepared to answer any follow-up questions from your classmates).
- (7) A list of references at the end.

The entire presentation should be roughly 6 to 8 slides (excluding title and reference slides) and 9-10 minutes long not including time for Q&A. Each of the presentations that you give over the course of the semester must be substantially different from each other in terms of involving a different problem or challenge and drawing on different concepts or frameworks.

(2) **Discussion Lead/Co-Lead.** Starting in the third week, one or more students will be assigned to lead or co-lead the discussion on the week's readings and to prepare an accompanying written post on the Canvas Discussion Board. The post should be submitted by Noon on which you are scheduled to co-lead the class session. The post must include the following elements to receive full credit:

- (a) Five *distinct* bullet points (1-2 sentences each) summarizing your key takeaways from the assigned readings for the week.

- (i) The bullet points should *not* simply summarize or paraphrase what is found in the readings. Instead, they should articulate *your own* insights drawn from the reading(s).
 - (ii) At least three of these bullet points should ***draw connections between readings***, as opposed to focusing simply on one reading.
 - (iii) The discussion co-leads for a given class should collectively cover all of the assigned readings in their bullet points (and oral discussion).
- (b) Three questions based on the readings that you would like to propose to the class for discussion (Avoid questions that lead to a simple yes/no answer or whose answers require only factual recall. Focus on questions that lead to analysis, synthesis, comparison, or critique and/or questions that relate to current events or policy debates. Also try to raise questions that are likely to elicit a variety of responses.)

To kickstart the discussion, you may start by discussing your bullet points with the class and then posing your questions to stimulate class discussion. (Try not to read your bullet points word for word, instead, a more effective approach is to use what you have written as a jumping off point so that the discussion flows smoothly). You should also seek to continue to the discussion by responding to classmates' comments and questions and posing follow-up questions of your own. *If two or more students are assigned for a given class, you must coordinate to divide up the readings that you will focus on.* A sign-up sheet will be distributed in the second week of class to determine the schedule of discussion leads or co-leads. Your grade will be based on your post as well as your performance as discussion co-lead in class.

(5) Group Exercises: At the start of the classes on Weeks 4,5, 7 and 15 (marked in the detailed scheduled below), you will work in small groups – assigned on Canvas - to respond to question prompts that ask you to reflect on a policy question or real-world case(s) in light of the assigned readings. The questions will be provided on Canvas by the start of each class. You will work on the responses during class and submit your responses as a group – one response per group – during class. This assignment requires active participation by all group members and a different group member should take the lead each time on compiling the responses. Your final grade on this set of assignments will be based on the quality of the responses submitted by your group – which depends heavily on how much and how well you engage with the assigned readings for the given week - as well as feedback from your group members about your contributions to these assignments which will be solicited at the end of the semester.

(6) Participation. Your class participation mark will be based on (a) the quantity AND quality of your participation in class and/or on online discussion boards and (b) your performance on any written or online exercises assigned during class. You are expected to have done all of the readings assigned for the week before the relevant discussion class as noted on the syllabus and *you are expected to prepare one or two questions or comments about each of the assigned readings to share during the discussions.* Any student may be asked to share their own prepared questions or comments or to respond to specific questions about the readings as part of the discussion. The quality of participation is determined by the extent to which your comments and responses on in-class exercises are *based on the readings and lectures* and demonstrate that you have *thought deeply about the readings and lectures* and developed your own insights, reactions and critiques around them. (Please review the attendance policy elsewhere on this syllabus).

(7) Final Essay. Your final essay assignment is intended to demonstrate your understanding of social scientific research methodology, your knowledge of the scholarly literature on a given topic and your ability to communicate these in written and oral form. You will start by identifying an article or paper published or written in or after 2015 that is not listed on the course syllabus but whose topic is *closely related* to a topic (and the assigned readings) for a given week of the course. You will then submit a written review of the article that both critiques the article as well as situates it within the broader scholarly literature. The written review must *very closely* follow the guidelines provided on the document “**INTA 6704 Final Assignment Guidelines**” which will be made available on Canvas.

Essay Length: 8 to 10 pages in length (double-spaced, 12 point font, 1 inch margins, page count does not include title and reference pages).

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Grade Change Policy

If you feel that an assignment has been marked incorrectly and you wish to appeal your mark during the semester (i.e. before the final grades have been submitted), you should submit a written request via email to me within 48 hours of the marked assignment being handed back to you. If your request concerns something other than a clerical error, it should be written in the form of a paragraph that i) identifies what was required in the assignment, ii) describes *precisely* how these requirements were fulfilled at a level above the received grade, and iii) addresses any relevant comments written by the professor on

the graded assignment (if applicable) and explains why they do not apply. Please note that I will not consider requests for a grade change that do not follow these guidelines. Also, note that I reserve the right to revise your grade upward, downward or not at all upon reviewing your appeal.

Attendance Policy

Since the success of the course depends heavily on student involvement and participation, you are expected to participate in every class session barring an excused absence.

Excused Absences

Excused absences are those that are a result of a verified illness or emergency or “approved Institute activities”. In order to have an illness or emergency situation verified, you **must** contact the Office of Student Life who will contact me on your behalf to verify your situation. More information on this procedure can be found using the following link: <https://studentlife.gatech.edu/resources/class-attendance>. To be excused for participation in Institute activities, you **must** contact the Office of the Registrar to formally approve your absence. Absence due to a religious observance will be excused provided you inform me of the upcoming absence, in writing, within the first two weeks of class. Please note that I cannot, as a matter of policy, excuse any absences outside of these aforementioned channels.

Unexcused Absences

I do understand that there may at times be obligations or unforeseen circumstances that come up that are important, but that do not fall under the category of an “excused absence”. I cannot make individual exceptions to the general policy for such circumstances. However, to account for these circumstances, you are allowed one unexcused absence throughout the semester provided that it does not interfere with a scheduled case study presentation or discussion co-lead session. Any ****additional**** unexcused absences may result in your participation score being lowered if the criteria for excused absences are not met and if alternative arrangements for participation have not been made. Please note that in the event of an unexcused absence, you will not receive any special accommodations (e.g. a tutoring session during office hours, a make-up exam, opportunities for a make-up presentation or in-class assignment) for the class sessions you miss.

Course Materials

Course Text

The following book is required for the course:

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

Copies of assigned book chapters will be made available electronically on Canvas.

We will also make use of electronic journal articles. To access electronic journal articles, go to the electronic Georgia Tech Library Catalog (<https://library.gatech.edu>) and search for the relevant article.

Course Website

I will be conducting the course using Canvas. Please make sure that you set up necessary alerts so you are up to date on important course announcements posted on Canvas. *You are expected to have read any Canvas announcements within 24 hours of posting them.*

Email Policy

Email is the best way to contact me outside of class. However, please note that I will often not be available to respond to email inquiries outside of regular working hours so please keep this in mind when anticipating response times. To ensure that I accidentally do not overlook your email, it would be helpful if you could include the course number in the subject line “e.g. INTA 6704”. Please note that, unless specifically stated otherwise, I will **not** accept electronic copies of assignments via email. All assignments must be submitted in the designated place on Canvas.

Course Expectations & Guidelines

Accommodations for Individuals with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (often referred to as ADAPTS) at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. If you would like to discuss your learning needs, please email me as soon as possible to set up a time to do so.

Assignment Turn-In

All assignments should be submitted online on Canvas by the specified due date. Please see below for the policy on late assignments.

Academic Integrity

Academic dishonesty in the form of cheating or plagiarism will not be tolerated. According to the Georgia Tech Student Affairs Policy, “Plagiarism” is the act of appropriating the literary composition of another, or parts of passages of his or her writings, or language or ideas of the same, and passing them off as the product of one's own mind. It involves the deliberate use of any outside source without proper acknowledgment. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Lateness Policy

Late assignments are strongly discouraged and will incur penalties except in the event of an illness or emergency (documentation will be requested). Any major scheduling conflicts – including those that arise due to participation in “approved Institute activities” - should be discussed with me *at least two weeks before the assignment due date*. The penalty for a late assignment will be a deduction of 2% of the assignment mark for a paper handed in on the due date but after the time specified and an additional 2% of the assignment mark for each subsequent day that the paper is not turned in. An assignment turned in more than one week late will receive a mark of zero unless in the event of a documented illness or emergency. *A missed case study presentation or discussion co-lead session will also receive zero marks unless in the event of an illness or emergency verified by the Office of Student Life (see above policy on excused absences).*

Student-Faculty Expectations

At Georgia Tech we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations – that you can have of me, and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech, while in this class.

Detailed Course Outline

PART 1: UNDERSTANDING DEVELOPMENT

Week 1 (August 24th): What is Development?

Part I: Introductions and Overview of Course Structure

Part II: The Concept of Development, Sustainable Development

Required Reading

Sen, Amartya (1999) *Development as Freedom*. New York: Alfred A. Knopf. [Read Introduction and Chapter 1]

World Development Report 2017: Governance and the Law. [Chapter 1](#).

Edward B. Barbier, Joanne C. Burgess. “Sustainable development goal indicators: Analyzing trade-offs and complementarities” *World Development*, Volume 122, 2019, Pages 295-305.

United Nations Development Program, *Global Sustainable Development Report*, 2014 (read Chapters 1 and 3). <https://sustainabledevelopment.un.org/globalsdreport/2014>

Week 2 (August 31st): History of Global Development/Analytical Methods

Part I: Guest Lecture IN-PERSON.

Professor Helen Anne Curry, Melvin Kranzberg Professor in History of Technology, School of History and Sociology

Part II: Analytical Methods (Asynchronous – Please review videos and lecture slides posted on Canvas)

Required Reading:

Arturo Escobar, [*Encountering Development: The Making and Unmaking of the Third World*](#). New edition. (Princeton: Princeton University Press, 2012). Chapter 2 (“The Problematization of Poverty”), pages 21–54.

Nick Cullather, “[Development? It’s History](#),” *Diplomatic History* 24, no. 4 (Fall 2000): 641–653.

Recommended Reading:

David C. Engerman and Corinna R. Unger, “[Introduction: Towards a Global History of Modernization](#),” *Diplomatic History* 33, no. 3 (June 2009): 375–385.

PART II. CAUSES OF UNDER-DEVELOPMENT

Week 3 (September 7th): Common Explanations and the Geography Hypothesis

Lecture and Discussion, In-Class Exercises

Required Readings

Why Nations Fail, Chapters 1 and 2

Kiely, R. (2017, November 30). [Dependency and World-Systems Perspectives on Development](#). *Oxford Research Encyclopedia of International Studies*.

Sachs, Jeffrey D. 2001. “Tropical Underdevelopment.” NBER Working Paper No. 8119.

Hsiang, Solomon M., and Kyle C. Meng. 2015. "Tropical Economics." *American Economic Review*, 105 (5): 257-61.

Comin, Diego, and Martí Mestieri. “If Technology Has Arrived Everywhere, Why Has Income Diverged?” *American Economic Journal: Macroeconomics*, vol. 10, no. 3, 2018, pp. 137–78.

Week 4 (September 14th): Economic and Political Institutions

Part I: Group Exercise I

Part II: Lecture and Discussion

Why Nations Fail, Chapter 3 and 4

Sokoloff, Kenneth L. and Stanley L. Engerman 2000. History Lessons: Institutions, Factors Endowments, and Paths of Development in the New World. *The Journal of Economic Perspectives*, 14 (3), pp. 217-232

Banerjee, Abhijit, and Lakshmi Iyer. "History, Institutions and Economic Performance: the Legacy of Colonial Land Tenure Systems in India." *American Economic Review* 95, no. 4 (September 2005): 1190-1213

Steven Levitsky and María Victoria Murillo. 2009. [Variation in Institutional Strength](#), *Annual Review of Political Science* 12:1, 115-133.

Recommended:

Hernando de Soto. 2000. [The Mystery of Capital : Why Capitalism Triumphs in the West and Fails Everywhere Else](#). New York, NY: Basic Books.

Week 5 (September 21st): Resource Curse

Part I: Group Exercise II

Part II: Lecture and Discussion

Why Nations Fail, Chapter 12

Ross, Michael L. "The political economy of the resource curse." *World politics* 51.02 (1999): 297-322.

Robinson, James A, Torvik, Ragnar, Verdier, Thierry. 2006. "Political foundations of the resource curse" *Journal of Development Economics*, 2006, Vol.79 (2), p.447-468.

Vicente, Pedro C. 2010. "Does oil corrupt? Evidence from a natural experiment in West Africa", *Journal of Development Economics*, 92 (1) , 28-38.

Brollo, Fernanda, Nannicini, Tommaso, Perotti, Roberto, Tabellini, Guido. 2013. "The Political Resource Curse" *The American Economic Eeview*, Vol.103 (5), p.1759-1796.

Week 6 (September 28th): Wrap-up of Part II

Part II Case Study Presentations

PART III: SOCIAL ASPECTS OF UNDER-DEVELOPMENT

Week 7 (October 5th): Violent Conflict

Part I: Group Exercise III

Part II: Lecture and Discussion

Required Readings

Paul Collier, *The Bottom Billion*, Chapter 2

Collier, Paul and Anke Hoeffler. 2004. Greed, Grievance and Civil War. Oxford Economic Papers. 56 (4): 563-595.

Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97 (March): 75–90.

Dube, Oeindrila, and Juan F. Vargas. 2013. "Commodity price shocks and civil conflict: Evidence from Colombia." *The Review of Economic Studies* 80(4): 1384-1421.

Vally Koubi. 2019. [Climate Change and Conflict](#). *Annual Review of Political Science* 22:1, 343-360

Week 8 (October 12th): Urbanization and Informality

Guest Lecture by Dr. Gregory Randolph, Assistant Professor, School of City and Regional Planning

Readings

TBD

Week 9 (October 19th): Gender Disparities

*Asynchronous Class** Please Review Lecture Slides and Recordings and Respond on the Online Discussion Board.*

Required Readings

Seema Jayachandran. 2015. "The Roots of Gender Inequality in Developing Countries" *Annual Review of Economics* Vol. 7:63-88.

Chattopadhyay, Raghavendra and Esther Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India" *Econometrica* Volume 72.5; 1409–1443.

Andrew Beath, Fotini Christia and Ruben Enikolopov. 2013. "Empowering Women through Development Aid: Evidence from a Field Experiment in Afghanistan," *American Political Science Review* 107 (3): 540-557.

Rachel E. Brulé. 2020. Reform, Representation, and Resistance: The Politics of Property Rights' Enforcement. *The Journal of Politics*

Week 10 (October 26th) Wrap-up of Part III
Part III Case Study Presentations

IV. POLITICAL ACCOUNTABILITY AND ECONOMIC DEVELOPMENT

Week 11 (November 2nd): Politics of Public Service Provision

Lecture and Discussion, In-Class Exercises

Required Readings

David Stasavage. 2005. "Democracy and Education Spending in Africa" *American Journal of Political Science* Volume 49, Issue 2, April 2005, Pages 343–358

Paglayan, A. (2021). The Non-Democratic Roots of Mass Education: Evidence from 200 Years. *American Political Science Review*, 115(1), 179-198.

Michael Ross. 2006. "Is Democracy Good for the Poor?" *American Journal of Political Science* Volume 50, Issue 4, October 2006, Pages 860–874

Grossman, Guy, & Michelitch, Kristin. 2018. Information Dissemination, Competitive Pressure, and Politician Performance between Elections: A Field Experiment in Uganda. *American Political Science Review*, 112(2), 280–301.

Harding, R. (2015). Attribution And Accountability: Voting for roads in Ghana. *World Politics*, 67(4), 656-689.

Week 12 (November 9th): Corruption and Rent-Seeking

Lecture and Discussion, In-Class Exercise

Olken, Benjamin A., and Rohini Pande. 2012. "Corruption in Developing Countries" *Annual Review of Economics* 4 (1): 479–509.

Fisman, Raymond, and Edward Miguel. "Corruption, norms, and legal enforcement: Evidence from diplomatic parking tickets." *Journal of Political Economy* 115.6 (2007): 1020-1048.

Muralidharan, Karthik, Paul Niehaus, Sandip Sukhtankar, and Jeffrey Weaver. 2021. "Improving Last-Mile Service Delivery Using Phone-Based Monitoring." *American Economic Journal: Applied Economics*, 13 (2): 52-82.

Thomas, Anjali. (2021). Development or Rent Seeking? How Political Influence Shapes Public Works Provision in India. *British Journal of Political Science*, 51(1), 253-274.

Michael Callen, Saad Gulzar, Ali Hasanain, Muhammad Yasir Khan, Arman Rezaee, 2023. The political economy of public sector absence, *Journal of Public Economics*, Volume 218,

Week 13 (November 16th): The Politics of Foreign Aid Distribution

Part I: Group Exercise IV

Part II: Lecture and Discussion

Required Readings

Why Nations Fail, Chapter 14

Ryan C Briggs, Why Does Aid Not Target the Poorest?, *International Studies Quarterly*, Volume 65, Issue 3, September 2021, Pages 739–752,

Jablonski, Ryan S. "How aid targets votes: the impact of electoral incentives on foreign aid distribution." *World Politics* 66.2 (2014): 293-330.

Nunn, Nathan, and Nancy Qian. "U.S. Food Aid and Civil Conflict" *American Economic Review* (forthcoming).

Axel Dreher, Andreas Fuchs, Roland Hodler, Bradley C. Parks, Paul A. Raschky, Michael J. Tierney, "African leaders and the geography of China's foreign assistance", *Journal of Development Economics*, Volume 140, 2019, Pages 44-71.

Week 14 (November 23rd): No Class (Thanksgiving Break- University Holiday)

Week 15 (November 30th): Wrap-Up of Part IV

Part IV Case Study Presentations