Why did some countries that were poor in the past are rich now? What are the reasons why some countries were able to develop faster than others? Why do we see economic inequality across different countries and regions of the world? What are political implications of the world’s divergent levels of economic development? This advanced seminar focuses on political foundation and consequences of economic development, industrialization, and growth. Building of the theoretical work in political economy, the course examines divergent global experiences with economic development and growth that contribute to global inequalities in income and quality of life. We will focus on the current debates addressing issues of economic development and evaluate arguments about the effects of government policies, international political economy, natural resources, and domestic political institutions on growth and development. To better evaluate these arguments we will examine evidence presented by historical and contemporary cases of developmental successes and failures. The students will explore topics in development through guided research projects evaluating cases of developmental success and failure, origins of underdevelopment, and the role of domestic and international factors in the adoption and implementation of countries’ developmental strategies. Reading assignments will build foundations for independent exploration of students’ research topics. In the course of the semester, students will profess research and writing skills and are expected to produce a well-structured and clearly argued research paper.

Course objectives, outcomes, and assessment

The objective of this course is to provide students with 1) conceptual tools and theoretical foundations for an independent evaluation of political aspects of economic development and growth and 2) primary tools for conducting independent research of political-economic topics.
The class sessions will be split between seminar-style discussions of reading assignments and research workshops aimed at helping students develop research, writing, and presentation skills. At the end of the course the students are expected to accomplish the following objectives:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Outcome</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Understand major concepts and theories of economic development</td>
<td>1. Students will complete reading assignments and discuss them in class</td>
<td>1. Class discussions, written assignments, final paper</td>
</tr>
<tr>
<td>2. Understand and use some basic approaches and methods of scholarly research</td>
<td>2. Students will evaluate approaches and methods used in the assigned readings</td>
<td>2. Workshop participation, research design, research paper</td>
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<tr>
<td>3. Apply critical reasoning to some real-world problems</td>
<td>3. Students will assess how well scientific arguments apply to different historical and geographic settings</td>
<td>3. Written assignments, research paper</td>
</tr>
<tr>
<td>4. Practice oral presentation skills</td>
<td>4. Effectively communicate factual information and summarize scholarly arguments to their peers</td>
<td>4. Discussions, oral presentation</td>
</tr>
<tr>
<td>5. Develop analytical tools for evaluating scholarly debates and government policies</td>
<td>5. Students will research a political economy topic of their choice using academic literature and evaluate alternative arguments/interpretations based on the best available evidence</td>
<td>5. Research paper, workshop participation</td>
</tr>
<tr>
<td>7. Improve written communication skills</td>
<td>7. Write a well-structured paper that uses evidence to support an argument</td>
<td>7. Research paper</td>
</tr>
</tbody>
</table>

**Grading**

The course grade will be calculated as follows:

1. Class Participation—15 %
2. Written Class Assignments—10 %
3. Paper Abstract—10 %
4. Research Plan (Design)—10 %
5. Presentation of research paper design—5 %

6. Research Paper —50 %

At the end of the course the student will complete online self-evaluation survey, assessing their performance across course objectives stated above.

Books and Other Reading Materials

There are three required books:


Additional reading assignments will be available in electronic format from the university library or on Course Site. The course is an advanced seminar and requires your active participation during each class session. It is essential to do all assigned readings before you come to class. To ensure the quality of your input to class discussions each week you will circulate a brief written reaction to the assigned readings.

Assignments

Class participation and Short Reactions

Regular, active participation is essential. To facilitate class discussions every week each student will write a short reaction to that week’s readings. These reactions should be posted on Course Site no later than 9:00PM each Monday. Do not summarize. The point of these reactions is to raise a question or discussion topic for us to discuss in class. Suggestion: It is better to make one good point than to make several superficial points.

Paper Abstracts and Research Designs

In this course the students will practice academic writing. We will study how to write an abstract, proposal, design a study, and organize a scholarly paper. Research designs (proposals) are due February 26 and paper abstracts are due March 5.

Research Paper

All course participants will be required to produce a 20-page research paper on a topic related to the subject matter of the course. The final product should have all the essential components of scholarly research, including a research question, literature review situating
the question in extant literature, your thesis (argument), and description of methods and evidence. Paper topics must be chosen by the 3rd week of classes.

**Attendance**

You are expected to attend every class session. If you miss a class or fail to submit written assignments for medical reasons, you should obtaining an Absence Information Report through the Associate Dean of Students Office.

**Academic Honesty**

Cheating and plagiarism (using someone else’s words or ideas without proper citation) will result in failing the course. As a member of Lehigh faculty I have an obligation to report all cases of academic misconduct to the Dean of Students Office. Please familiarize yourself with the university academic integrity statements: [http://www.lehigh.edu/~indost/conduct/aireporting.shtml](http://www.lehigh.edu/~indost/conduct/aireporting.shtml). The IR department’s academic integrity policy is available at [http://ir.cas2.lehigh.edu/content/plagiarism-policy](http://ir.cas2.lehigh.edu/content/plagiarism-policy). Student Handbook reviews the consequences of academic dishonesty.

**Special Needs**

If you have a disability for which you are or may be requesting accommodations, please contact me and the Office of Academic Support Services, University Center C212 (610 758 4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.

**Accommodation for Religious Observance**

The University policy is to support students who request an absence due to the demands of religious observance. This policy does not exempt a student from meeting course requirements or completing assignments. Please inform me of any planned absences due to religious observances at least 10 days in advance if you plan to request a make-up accommodation.

**Academic Freedom and Tolerance**

Lehigh University endorses “The Principles of Our Equitable Community” ([http://www4.lehigh.edu/diversity/principles](http://www4.lehigh.edu/diversity/principles)). I expect each member of this class to acknowledge and practice these Principles. Respect for each other and for differing viewpoints is a vital component of the learning environment inside and outside the classroom.
Course Schedule and Reading Assignments

(Course schedule may be adjusted as we progress. I will announce any changes to this schedule in class.)

**Jan 20:** Course Introduction
Readings posted on Course Site, no written homework this week.

**Jan 22–29:** Defining Growth and Development
Easterly, pages xi-20.
Baker, Chapters 1 & 2.


**Feb 3–5:** States, Markets, and Development


**Feb 10–12:** Domestic Perspective: Developmental Strategies
Baker, Chapter 8.
Easterly, 20-87.


**Feb 17–19:** Institutions and Development
Baker, Chapters 9.

Feb 24–26: International Perspective: Aid, Dependency, and Globalization
Baker, Chapters 4, 5, & 6.
Easterly, 101-140.

Academic abstract writing guidelines on Course Site.

February 26—Research Design (Proposal) is Due

March 5—Abstract is Due

March 3–5: Democracy and Development
Baker, Chapter 10.


March 17–19: Geography, Natural Resources, and Environment
Baker, Chapter 13 & 14.

Tuesday Workshop: TBA

March 20—Draft Research Paper

March 24—Paper Presentations

Papers are due May 1