

Poverty and Development

PSC/IR 255

Spring 2017 Syllabus

Professor
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Office: HARK 320B
Hours: Thu 10:00-12:00

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Hours: Thu 1:10-2:10

Classroom Meeting: Monday, 2017 TR 12:30-13:30

Course Overview

Why are some countries poorer than others, or why do some countries enjoy a high standard of living and freedom while others suffer with corruption, repression and violence? Why do some countries stagnate or decline in their economic development? This course is designed to provide a broad theoretical framework for thinking about these problems, focusing on the political and institutional causes of differences in economic development across countries.

Features and Readings

There is no textbook for this course. Most readings will come from recent academic papers on the subject and those are available for download at the library website. Book chapters that are not available for download will be posted on Blackboard.

Readings are divided into three required and three optional readings that any component of the course will cover in the lectures. The other readings are recommended readings that they are relevant to the subject in question and have some theoretical components as well as data about the world in the lectures.

The lectures will focus on the main ideas presented by each paper. Any of the readings' more technical details are quite technical. Here are a few tips on how to better read academic papers in this course:

1. Focus on the main idea. (What is the research question being asked? See what is said in the first paragraph.) Every paper has a section entitled 'Introduction' or 'Motivation' which details the policy implications. Read the details on the country in question so you can understand what the researcher is doing. Do not dwell on specific events. Out of thin
2. Every paper has a section entitled 'Conclusion' which details the policy implications. Read the details on the country in question so you can understand what the researcher is doing. Do not dwell on specific events. Out of thin

about how information from the case study provides insight into the broader themes of the course.

- The following are the objectives of the course:
 - 1. You will be able to identify the key concepts and theories of the course.
 - 2. You will be able to apply the concepts and theories to real-world situations.
 - 3. You will be able to evaluate the strengths and weaknesses of different research methods.
 - 4. You will be able to communicate your findings effectively.
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 - 4. You will be able to communicate your findings effectively.

Assessment and Grading

There will be four in-class assignments with 2-3 essay questions each. These will be taken from a list of 5-10 questions that will be distributed on Canvas the day before each assignment. The assignments will last 10-15 minutes. The scores on these assignments will be out of 100% of your grade; they are equally weighted. The material for each assignment is non-cumulative.

In the assignments, provide clear and concise arguments. A good answer should include your opinion based on a thoughtful analysis of the theory and evidence presented in the readings and lectures. The more you rely on evidence, the better you will do in the assignments. Also, provide your own arguments in evidence; see academic honesty page.

The grade for students is based on the assignments. If a true emergency arises, contact me before the assignment. If I determine that the excuse is justifiable, then we will reschedule the assignment.

For Students Only

There will be a final paper of 10-12 pages which will represent 25% of the final grade; the assignments will represent 75% of the grade. The paper provides students with an opportunity to demonstrate the topics discussed in class from the independent perspective of one or several empirical cases of their choosing. The paper requires students to cite at least six academic sources not assigned in readings.

Academic Honesty

It is not allowed to cheat or do it. Fortunately, there are few opportunities for cheating in this course. Students are encouraged to talk to each other about the readings and to study together. The only exception is that students are not allowed to share written answers to potential assignment questions in each assignment. Students should provide their own answers. Additionally, it is important to remember that one person's work in the assignment and in life; always provide your own answers to appear honest and unoriginal.

Schedule and Readings

Jan 1E Introductory Class :Aynous discussion;

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