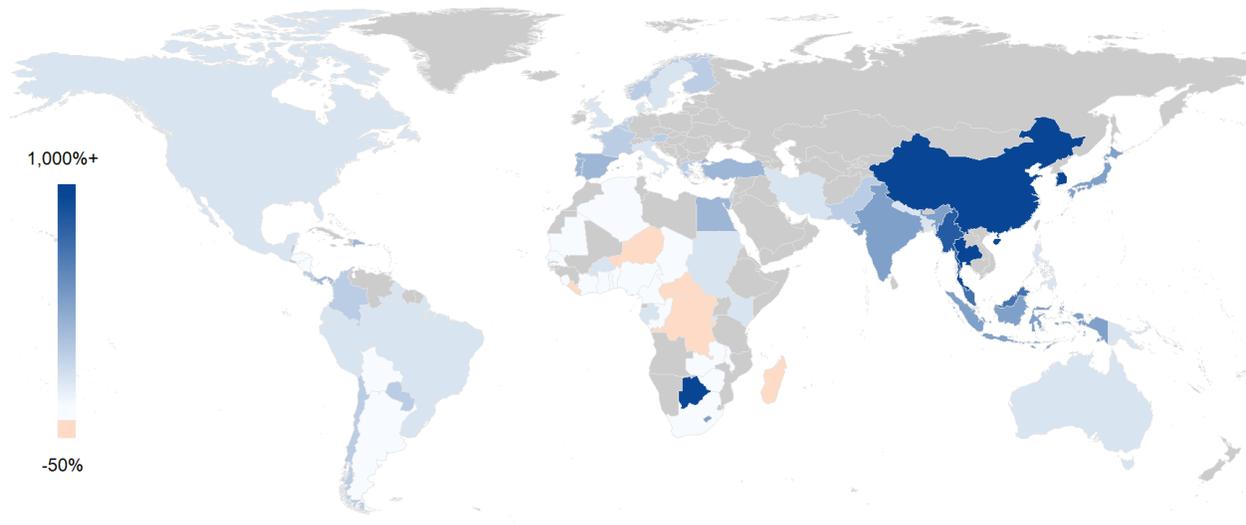


TuTh 2:20 – 3:35pm, Room H147

**Economic growth since 1960,
measured by change in GDP per capita**



Contact Information

Ryan Tans
Office H107
ryan.tans@nau.edu

Office Hours

Sign up via Calendly: calendly.com/rtans/office-hours
Wednesday, 2-3:30pm
Thursday, 3:40-4:40pm
and by appointment

Course Prerequisites

HON 29X

Mode of Instruction

Face-to-Face

Course Description

This topic-based Advanced Honors Seminar employs a multidisciplinary approach towards understanding problems and issues that address the needs of the 21st Century. The course goal is to discover the integrative nature of social, historical and/or research related to a particular problem or issue while understanding the intersection of various disciplines and how they relate to the student’s major field of study. You will explore the roles that various disciplines play in understanding a specific problem or issue. Topics vary.

Economic development affects the welfare of billions of people around the world. Rising income allows people to feed their families, to send their children to school, and to buy medicine when they are sick. In the words of Amartya Sen, development empowers people “to lead the kind of lives they value.” Yet tragically, the world has not shared equally the benefits of economic development. This course analyzes some of the political factors that accelerate – or hinder – economic development in developing regions of the world. For example, the course considers the economic effects of colonialism, globalization, natural resource wealth, neoliberalism, and industrial policy.

Required Text

There is no required text for this course. All readings are available on BbLearn.

Liberal Studies Information

1. Mission of Liberal Studies: The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.
2. Distribution Block: HON 394 is in the **Social and Political Worlds** distribution block and therefore we will engage in the study of the patterns that characterize the history of human communities, the relationships between the psychological, social, cultural and political components of human communities, and the dynamics of human behavior in varied contexts. Students will learn how different empirical and theoretical strategies are employed to study human behavior and social, political, and cultural systems. These courses enhance student understanding of the dynamic relationships between human communities and their ecological context, the systemic components and dynamics of contemporary human societies, relationships between human societies and the global community, and the major dimensions of variation in contemporary human experience.
3. Essential Skills: In this course you will acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation. In general, this course strengthens your critical reading, writing, speaking, and thinking skills, as well as your Honors community. Specifically, this course emphasizes **critical thinking and effective writing skills**, essential skills defined in the University's Liberal Studies Program.

Student Learning Expectations/Outcomes for this Course

Students who have successfully completed the course will know and be able to:

1. Apply knowledge of human interaction to address the issues and problems relevant to the topic of this course.
2. Analyze a significant human problem using appropriate perspectives of human interaction.
3. Explain the interdependence of humans and their natural and social environments.
4. Explain various methods by which cultures evolve, particularly as social and/or political systems.
5. Compare patterns of economic growth between regions, countries, and cities.
6. Describe policies that have been associated with economic development.
7. Evaluate competing explanations for variation in economic growth in developing countries.

Assessment of Student Learning Outcomes

1. Integrate important and relevant theories, concepts, and taxonomies that are central to the politics of development. Seminar discussions and a research paper will assess students' ability to incorporate knowledge to address issues and problems in relation to development. The research paper also demonstrates students' ability to apply the principles of the course to solve complex and relevant problems.
2. Explain the interdependence of humans and their natural and social environments. Group tasks provide an opportunity for students to work with each other and gain experience in working with others. Students use the group setting and group tasks to analyze and further understand human interaction.
3. Explain various methods by which societies and cultures evolve, particularly as social and/or political systems. Students will formulate, and later evaluate, interdisciplinary hypotheses and models through in-class discussions, formal writing, and other work.

Methods of Assessment

Grading will be based on the following:

- 5% of total grade: attendance;
- 5% of total grade: participation. This portion of your grade will include some or all of the following: active and informed class discussions; an awareness of and respect for differing opinions; and other miscellaneous assignments.
- 8% of total grade: explorations assignments;
- 5% of total grade: one time leading class discussion;
- 12.5% of total grade: brief essay to define development;
- 2% of total grade: case study country selection;
- 12.5% of total grade: development scorecard describing development in a particular country;
- 5% of total grade: illustrative figure for inclusion in research paper;
- 5% of total grade: brief summary of the argument of your research paper;
- 25% of total grade: one multidisciplinary research paper analyzing development in a particular country (10 or more pages);
- 15% of total grade: one oral report (or participation in the NAU Undergraduate Symposium);
- Total: 100%

Class Policies

Attendance: Seminars such as this are joint enterprises, and it is crucial that we come to speak, to listen, and to contribute. Students who learn the most do so, among other reasons, because they participate and involve themselves consistently and earnestly in class discussions with their instructor and with other students. Therefore, attendance is extremely important:

Please notify me in advance if you will miss class because of illness, religious observance, participation in university-sponsored events, or other university-approved reasons for absence. I will calculate your attendance grade as the percentage of classes that you attended, excluding excused absences. I will overlook one unexcused absence.

That said, please be cautious about attending class if you are feeling ill. If you are experiencing flu-like or COVID-19 symptoms, you should not attend class in person. I will excuse any absence related to illness, no questions asked.

Late assignments: Students, like faculty, juggle many responsibilities, which is why it's so important to meet your deadlines! Nevertheless, I am willing to negotiate extensions, but you must approach me before the assignment is due, not after. Otherwise, late work will incur penalties worth one-sixth of a letter grade per day (e.g. the grade is reduced from a B+ to a B after two days).

Electronic devices: Laptop computers are powerful tools for learning if used appropriately. However, I reserve the right to ask students to put them away if I believe that they are distracting students from classroom activities. Smart phones, by contrast, have less functionality for typing and research, and more potential for distraction. Please leave them at home.

NAU Policy Statements

COVID-19 Requirements and Information: Our class will follow University policies as outlined (and updated) in the Jacks are Back! web page, where the University's response to COVID-19 is available: <https://nau.edu/jacks-are-back>.

Specific university policies including Safe Working and Learning Environment, Accessibility, Institutional Review Board, and Academic may be accessed by the following URL: <https://nau.edu/university-policy-library/wp-content/uploads/sites/26/Syllabus-Policy-Statements.docx>

Course Schedule
(Subject to change)

Week 1: Introductions

Tuesday, January 11
Thursday, January 13

Course introduction
What makes a country a nice place to live?
(no meeting)

Week 2: Development

Tuesday, January 18

What is development?

- “One Hundred Homes,” available at <https://onehundredhomes.in/>
- Rohini Pande, Vestal McIntyre and Lucy Page. 2019. “A New Home for Extreme Poverty: Middle-Income Countries,” *The New York Times*, January 28.

Thursday, January 20

Exploring the Malthusian trap

- “Escaping the Malthusian trap: Population and real wages in England from the 1280s to the 1860s,” available at <https://ourworldindata.org/grapher/escaping-the-malthusian-trap>
- *The Economist*. 1999. “The Road to Riches,” December 23.

Week 3: The puzzle of divergence

Tuesday, January 25

Economic divergence

- Lant Pritchett. 1997. “Divergence. Big Time.” *Journal of Economic Perspectives* 11(3), all pages.

Thursday, January 27

Modernization and dependency theory

- W. W. Rostow. 1959. “The Stages of Economic Growth.” *The Economic History Review* 12(1), pp. 1, 4-14.
- Andre Gunder Frank. 1970. “The Development of Underdevelopment,” in Robert Rhodes, ed., *Imperialism and Underdevelopment*. Monthly Review Press, p. 4-16.

Friday, January 28

Defining development essay due

Week 4: Colonialism

Tuesday, February 1

Exploring colonialism

- Reading TBA

Thursday, February 3

Legacies of colonialism

- Daron Acemoglu, Simon Johnson, and James Robinson. 2001. “The colonial origins of comparative development: An empirical investigation,” *American Economic Review* 91(5), pp. 1369-1378, 1380-1383, 1395-1396.

Week 5: The scars of colonialism

Tuesday, February 8

The case of Peru

- Dell, Melissa. 2010. “The Persistent Effects of Peru’s Mining ‘Mita’,” *Econometrica* 78(6), pp TBA.

Thursday, February 10

The case of Haiti or Hong Kong

- Reading TBA

Friday, February 11

Country selection due

Week 6: Resource curse

Tuesday, February 15

Exploring the resource curse

- Reading TBA

Thursday, February 17

Solutions to the resource curse

- Ross, Michael. 1999. "The Political Economy of the Resource Curse." *World Politics* 51(2), all pages.

Week 7: The resource curse in Sub-Saharan Africa

Tuesday, February 22

The case of Zambia

- D. Michael Shafer. 1994. "Zambia: The Mining Sector" in *Winners and Losers: How Sectors Shape the Developmental Prospects of States*. Cornell University Press, pp. 49-51, 71-93.

Thursday, February 24

The case of Botswana

- Amy Poteete. 2009. "Is Development Path Dependent or Political? A Reinterpretation of Mineral-Dependent Development in Botswana." *Journal of Development Studies* 45(4), pp. 544-546, 549-555, 556-565.

Friday, February 25

Development scorecard due

Week 8: Globalization

Tuesday, March 1

Exploring globalization

- Bob Herbert. 1996. "Nike's Pyramid Scheme," *The New York Times*, June 10.
- Nicholas Kristof and Sheryl Wudunn. 2000. "Two Cheers for Sweatshops," *The New York Times*, September 24.

Thursday, March 3

T-shirts and globalization

- Rivoli, Pietra. 2006. *The Travels of a T-shirt in the Global Economy*. Wiley, all pages.

Week 9: Global value chains

Tuesday, March 8

Global value chains

- Kaplinsky, Raphael. 2005. *Globalization, Poverty and Inequality*. Polity Press, pp. 86-88, 96-111, 136-145.

Thursday, March 10

Global value chains, cont.

- Kaplinsky, Raphael. 2005. *Globalization, Poverty and Inequality*. Polity Press, pp. 235-249.

Friday, March 11

Illustrative figure due

Spring Break

March 14-18

Week 10: Late industrialization in Korea

Tuesday, March 22

Late industrialization

- Alice Amsden. 1989. *Asia's Next Giant: South Korea and Late Industrialization*. Oxford University Press, pp. 3-23.

Thursday, March 24

The case of Hyundai Heavy Industries

- Alice Amsden. 1989. *Asia's Next Giant: South Korea and Late Industrialization*. Oxford University Press, pp. 269-282, 286-288.

Week 11: The middle-income trap

Tuesday, March 29

Exploring neoliberalism

- HarvardX. 2018. "[Pros and cons of neoliberalism.](#)" YouTube video.

Thursday, March 31

The middle-income trap

- Richard Doner and Ben Ross Schneider. 2016. "The Middle-income Trap: More Politics Than Economics." *World Politics* 68(4), all pages.

Friday, April 1

Argument in brief due

Week 12: The middle-income trap in Latin America

Tuesday, April 5

The case of Argentina

- Steven Levitsky and Maria Victoria Murillo. 2005. "Building Castles in the Sand? The Politics of Insitutional Weakness in Argentina," in *Argentine Democracy: The Politics of Institutional Weakness*. Penn State Press, pp. 21-22, 27-40.

Thursday, April 7

The case of Chile

- Kurt Weyland. 1997. "'Growth with Equity' in Chile's New Democracy?" *Latin American Research Review* 32(1), pp. 37-45, 47-57, 60-62.

Week 13: Alternative development pathways

Tuesday, April 12

Exploring alternative development pathways

- Reading TBA

Thursday, April 14

The case of the Philippines

- Raquiza, Antoinette. 2017. "Philippine Services Sector: Domestic Policy and Global Markets," in *Southeast Asia beyond Crises and Traps*. Palgrave Macmillan, all pages.

Friday, April 15

Research paper due

Week 14: Conclusions

Tuesday, April 19

Systemic vulnerability

- Richard Doner, Bryan Ritchie, and Dan Slater. 2005. "Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective." *International Organization* 59(2), pp. 327-346, 355-356.

Thursday, April 21

Future challenges

- Somini Sengupta and Chang Lee. 2020. "A Crisis Right Now: San Francisco and Manila Face Rising Seas," *The New York Times*, February 13.
- "Climate Change Impact on Africa Will Be Disproportionate," 2020. *Bloomberg News*, October 26.
- Sirleaf, Ellen Johnson. 2021. "This Is What Africa Needs Right Now," *The New York Times*, November 6.

Week 15: Group presentations

Tuesday, April 26

Group presentations

Thursday, April 28

Group presentations