



On-Campus Course Syllabus

ECN/POL310

Political Economy of Development

Spring 2022

Class Information

Day and Time: Wednesdays, 12:15-3:00pm

Room Number: E205

Contact Information

Instructor Name: Dr. Brandon Seitzler

Instructor Email: bseitzler@criswell.edu

Instructor Phone: 214.818.1309

Instructor Office Hours: Mondays 10:45am-12:45pm; Tuesdays 9:15-11:15am

Course Description and Prerequisites

This course addresses the central question of why some people live in material poverty while others seem to live in wealth. To answer this question the course focuses on two different processes of development. First, the historical process by which countries have experienced an uneven economic transformation. The second process of development teaches the goals, tools, and theories of development industry practitioners from the international to local level. (Prerequisites: ECN 202, ECN 203)

Course Objectives

By the end of this course, students will be able to:

- Define and measure a country's level of "development."
- Explain why some countries took a very different path of development than others over the course of the 19th and 20th centuries.
- Design and propose a path forward for less-developed countries.

Required Textbooks

- (WNF): Daron Acemoglu and James A. Robinson. Why Nations Fail: The Origins of Power, Prosperity, and Poverty. Currency. 2012.
- (PE): Abhijit V. Banerjee and Esther Duflo. Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty. PublicAffairs. 2011.
- (BE): Deirdre N. McCloskey. Bourgeois Equality. Chicago University Press. 2017.

Recommended Reading and Resources

- The Economist
- The Wall Street Journal
- www.khanacademy.org

Course Requirements and Assignments

- 10% - Comparative Development Paper Rough Draft – See “Appendix” for details on this assignment.
- 30% - Comparative Development Paper Assignment – See “Appendix” for details on this assignment.
- 30% - Midterm Exam
- 30% - Final Exam

Course/Classroom Policies and Information

- You may not have your cell phone anywhere in sight during class.
- The one exception to my cell phone rule is using your cell phone as a calculator or to look something up online as a part of class participation. Other than these two exceptions, phones belong in bags.
- You may not use your laptop during class for anything other than class-related activities.
- Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not

have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

			Grade Definitions
A	93-100	4.0 grade points per semester hour	Exceptional
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	Above Average
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	Average
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	Below Average
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	Unacceptable

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also

available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week	Date	Readings and Assignments Due
1	1/17	MLK Day – no class
	1/19	
2	1/24	<ul style="list-style-type: none"> • PE Ch. 1 Think Again, Again • PE Ch. 2 A Billion Hungry People? • PE Ch. 3 Low-Hanging Fruit for Better (Global Health?)
	1/26	
3	1/31	<ul style="list-style-type: none"> • PE Ch. 4 Top of the Class • PE Ch. 5 Pak Sudarno’s Big Family • PE Ch. 6 Barefoot Hedge-Fund Managers • PE Ch. 7 The Men from Kabul and the Eunuchs of India: The (Not So) Simple Economics of Lending to the Poor
	2/2	
4	2/7	<ul style="list-style-type: none"> • PE Ch. 8 Saving Brick by Brick • PE Ch. 9 Reluctant Entrepreneurs • PE Ch. 10 Policies, Politics • PE In Place of a Sweeping Conclusion
	2/9	
5	2/14	<ul style="list-style-type: none"> • WNF Preface • WNF Ch. 1 So Close and Yet So Different • WNF Ch. 2 Theories That Don’t Work • WNF Ch. 3 The Making of Prosperity and Poverty
	2/16	
6	2/21	<ul style="list-style-type: none"> • WNF Ch. 4 Small Differences and Critical Junctures: The Weight of History • WNF Ch. 5 “I’ve Seen the Future, and It Works”: Growth Under Extractive Institutions • WNF Ch. 6 Drifting Apart
	2/23	

7	2/28	<ul style="list-style-type: none"> • WNF Ch. 7 The Turning Point • WNF Ch. 8 Not on Our Turf: Barriers to Development • WNF Ch. 9 Reversing Development • WNF Ch. 10 The Diffusion of Prosperity
	3/2	
8	3/7	<ul style="list-style-type: none"> • WNF Ch. 11 The Virtuous Circle • WNF Ch. 12 The Vicious Circle • WNF Ch. 13 Why Nations Fail Today • WNF Ch. 14 Breaking the Mold • WNF Ch. 15 Understanding Prosperity and Poverty Today
	3/9	
9	3/14	Spring Break – no class
	3/16	Spring Break – no class
10	3/21	<ul style="list-style-type: none"> • BE Part I
	3/23	<ul style="list-style-type: none"> • Midterm Exam Due
11	3/28	<ul style="list-style-type: none"> • BE Part II & III
	3/30	
12	4/4	<ul style="list-style-type: none"> • BE Parts IV & V
	4/6	
13	4/11	<ul style="list-style-type: none"> • BE Parts VI & VII
	4/13	
14	4/18	<ul style="list-style-type: none"> • BE Part VIII
	4/20	<ul style="list-style-type: none"> • Paper Rough Draft Due
15	4/25	<ul style="list-style-type: none"> • BE Part IX
	4/27	
16	5/2	<ul style="list-style-type: none"> • BE Part X
	5/4	
17	5/9	
	5/11	<ul style="list-style-type: none"> • Final Exam Due • Final Paper Due

Appendix

Comparative Development Paper

In this paper you will:

- Compare and contrast the history of development between two countries. One country must be an OECD member and the other country must not be an OECD member.
- Discuss how each of these countries fared (and is faring) during the Great Divergence and Great Convergence.
- Give the historical context and background for your countries' past struggles and successes with development, focusing on specific variables studied throughout the semester, including, but not limited to:
 - Economic and Political Institutions
 - Geography
 - Food and water security
 - Culture
 - Education
 - Health
 - "The Four Rs" and their result:
 - Reading
 - Reformation
 - Revolt
 - Revolution
 - ...Reevaluation of the bourgeoisie
- Identify your countries' current challenges and opportunities for development.
- Forecast future prospects for development for your countries.
- Utilize 3-4 scholarly, peer-reviewed, sources beyond your course textbooks.

Paper guidelines:

- Double spaced – no extra space between paragraphs
 - 12 pt Times New Roman Font
 - 1 inch margins
 - 2000-2500 words. This does not include reference pages or cover sheet.
 - Assignment must be submitted electronically, via Canvas as a .pdf document. The file name must follow the format "LastName_AssignmentName". In the header, include your full name and assignment name. Assignments uploaded with the wrong file name or in the wrong file type will be penalized 10 points.
 - Late assignments will be penalized 10 points per day
- The paper should be in Chicago or Turabian style including a bibliography.