*Yale-NUS College, Semester 1 2022*

*YSS 3255*

**INTERNATIONAL DEVELOPMENT**

**Class Information:**

Location: Programme Room 17

Hours: Monday and Thursday, 14:30 to 16:00

**Instructor:**

Steve Monroe, Assistant Professor of Political Science

Office: Elm RC2-02-01B

Email: [smonroe@yale-nus.sg.edu](mailto:smonroe@yale-nus.sg.edu)

Office Hours: Elm RC2-02-01B.

13:00 - 15:00, Tuesdays and 15:30 – 17:30, Wednesdays

Please sign up on Calendly: <https://calendly.com/yncsmonroe/prof-monroe-s-office-hours>

**Course Overview**

This course examines the determinants and mechanisms through which poor countries develop. Among others, the questions we explore in this class include: Why are some countries poor? Why are some countries stuck in a cycle of violence? How can the marginalized in developing countries empower themselves and move out of poverty? Sampling liberally from literature in economics and political science, this class introduces students to large questions in international development and what we know so far about what can be done.

This course contributes to the Global Affairs major. Prerequisites: Comparative Social Inquiry, Modern Social Thought. Recommended: Econometrics, Methods in Social Sciences, Intro to Data Science.

**Learning Goals**

This class trains students to:

* Articulate main approaches and findings in the literature on political economy of development on determinants, mechanisms, and implications of (under)development.
* Identify common problems and plausible solutions to issues in developing countries.
* Understand and evaluate current events with a theoretically grounded and empirically rich framework.
* Produce a country policy report that analyzes a problem of underdevelopment with available quantitative data, anchors the analysis in political economy literature, and offers an implementable policy recommendation.
* Have greater familiarity with quantitative data.

**Student Responsibilities**

*Class participation (15%):* Attendance will be taken, but mere presence in class will not suffice to satisfy participation requirement for a given session. Everyone is expected to participate actively in class and come to class having done all the readings. See below for expectations about classroom conduct and the course policy regarding absence and tardiness. *Furthermore, every student is expected to attend at least one Office Hours session before the recess break (by Friday 16 September).*

*Group Presentation (15%):* Student will work in groups of 2 or 3 and will be responsible for a 20-minute presentation on the day’s readings at the beginning of the class, followed with 10-15 minutes for Q&A. A sign-up sheet for presentation slots will be circulated on the first week of class. See Appendix 1 at the end of the syllabus.

*Op-ed (strictly no more than 800 words) (individual assignment) (25%):* Write an op-ed for a national newspaper of your country group report. In the op-ed, you have to a) briefly present your country’s problem of underdevelopment; b) explain how another country of your choice solved/tackled the problem; c) briefly assess if the other country’s solution could be ‘imported’ in your country. **The op-ed is due on Friday 16 September 2022, 11:59 PM**

*Group Country Report Appendices Part 1:* Draft of appendices A through D are due via **canvas on Friday 14 October 2022, 11:59PM.** This assignment will be graded on a complete/incomplete basis

*Group Country Report Appendices Part 2:* Draft of appendices E through G are due via **canvas on Friday 21 October 2022, 11:59PM.** This assignment will be graded on a complete/incomplete basis

*Final Group Country Report (25%):* A group-based 10-12 page (plus appendices) country policy report is **due via canvas by 11:59PM on Friday 25 November 2022.** See Appendix 2 at the end of the syllabus for more information.

*Individual Country Report reflection (5%): Each student will write a 1-page single-spaced reflection of the country report group work. This reflection will be due on* ***Monday 28 November 2022* by 11:59PM.** See Appendix 3 at the end of the syllabus for more information.

*Final Group Country Report Presentation (15%):* A group 15-minute presentation + 10-minute Q&A of your Final Country Report **will occur in Week 12.** Please submit your presentation slides via Canvas the morning of the day your group is due to present. All group members must be physically present to deliver the presentations.

*A Note on Quantitative Analysis:*

One of this course’s objectives is a greater familiarity with Quantitative Analysis. A quantitative analysis will anchor the research portion of the country report. Building off of Quantitative Reasoning (QR), we will use R for this module’s quantitative analysis. We will also learn and go over best practices for making plots with ggplot2 in R. Students can work with Stata if they wish, but they must use R for making plots. Please download the latest version of R and R Studio and make sure both work on your computer by the end of Week 2 (August 19th).

**Grading Rubric**[[1]](#footnote-1)

A+ : 100-97

A : 96-93

A- :92-90

B+ :89-87

B: 86-83

B-: 82-80

C+: 79-77

C: 76-70

D+: 69-60

D: 59-51

F: <=50

*Excellent work* (A) proposes a highly interesting thesis, defends this thesis with especially persuasive argumentation, anticipates and responds to the most likely and most forceful objections to the thesis, expresses an elegant style of writing or speaking, and models highly original thinking. Work of this caliber indicates potential for graduate work at a top program.

*Good work* (B) proposes a reasonably interesting thesis, defends this thesis with adequate argumentation, anticipates and responds to unlikely or weak objections to the thesis, expresses a careful but not elegant style of writing or speaking, and/or models somewhat original thinking.

*Satisfactory work* (C) proposes a relatively uninteresting or overly ambitious thesis, defends this thesis with argumentation that does not withstand close scrutiny, fails to anticipate and respond to objections to the thesis, expresses an awkward or unclear style of writing or speaking, and/or models largely unoriginal thinking.

*Minimally acceptable work* (D) fails to propose an identifiable thesis, neglects adequate argumentation to defend claims, ignores potential objections, expresses a careless style of writing or speaking, and/or models entirely unoriginal thinking.

All assignments must be completed to receive a passing grade for the course.

Students will be graded on a flexible curve. No more than one third of students will receive an A or above for each assignment.

**Course Policies**

Classroom Etiquette

*Cellphone & electronics use during class*

All cellphones must be turned off and put away during class. Laptops are allowed for note taking only. Use of laptops and cellphones for non-educational purposes such as texting, chatting, emailing, Facebook, Instagram, watching videos, playing games, and surfing the internet while in class is disrespectful and distracting.

Being present in multiple spaces simultaneously will affect the quality of your learning and contribution to the class, and will also influence the learning experience of those around you. As an instructor, I reserve the right to call out improper use of electronics and to revoke laptop privileges of those who use electronics in ways that disrupt the classroom environment.

No recording in class is allowed without my expressed consent.

No electronic devices are allowed in the class during in-class exams and quizzes.

*Fostering an inclusive learning environment*

This course expects non-discriminatory language and conduct in the classroom and during group activities. We will be thoughtful in our speech and our silence. This sometimes requires the more vocal among us to step back and give others the opportunity to step into class discussions and group activities.

Please give credit where credit is due. In responding to other classmates’ comments, explicitly state who made what point, before moving on with your own response. Recognize that there are gender, class, and other structural factors at work that make some voices sound louder (and longer) than others. Amplifying your classmates’ point signals that you listen well and appreciates others’ contribution, and that other people are included in the discussion.

Keep your comments concise and make sure the questions you raise are questions, not long-winded comments.

*Content warnings*

We will read and discuss difficult topics – poverty, conflict, exploitation, and other facets of abject human cruelty. The aim of this course is to understand how these outcomes arise. This requires reading texts and discussing subjects that will and should make you feel uncomfortable. I ask that you view and make this class a “brave space” – a space where we can respectfully and thoughtfully discuss important but uncomfortable topics, a space that pairs scientific inquiry with ethical sensitivity.

*Gender-inclusive language*

For academic discourse, spoken and written, students should use gender-inclusive language for human beings.

*Salutations and Other Expressions of Familiarity*

In academic discourses (in writing and in person), students are expected to address faculty with his/her academic titles: Professor or Doctor. Referring to faculty by their first names, or with other honorific terms such as “Ms.,” “Mrs.,” or “Ma’am”, or “Sir”, should only be done if the relevant faculty has explicitly stated his/her preference for this practice.

Physical expressions of familiarity such as winking, touching, and hugging are inappropriate in a faculty-student interaction.

Absences and tardiness

You are allowed one free pass of unexcused absence, wherein you will not incur penalty. Three unexcused absences will result in a third-letter reduction on the final course grade (i.e., from an A to an A-, B+ to B, etc). Five unexcused absences will result in a full-letter reduction on the final course grade. Eight unexcused absences will result in a failing grade for the course.

Please come to seminar on time. Arriving late can distract your classmates and professor. We will discuss at length of the importance of controlling the controllables in class and life. Being on time, or warning the professor ahead of time if you are running late, is one such controllable. Three significant tardiness/early departures from class counts as one absence.

Late submissions

You are allowed one free pass of one-day (24-hour) penalty-free delayed submission of ONE individual assignment (i.e., either the op-ed or the individual reflection). To use this free pass, you have to email me in advance of the deadline that you will be using your free pass for this submission. This free pass cannot be used for the group assignments.

Otherwise, deadlines are nonnegotiable, and they are listed on the syllabus which you receive at the beginning of the semester. If you fail to meet deadlines in this class, you will incur an incremental grade penalty of 1/3 of a letter-grade (i.e., a drop from A- to B+) for every 24-hour period after the time the assignment was due.

All your written assignments will be submitted as attachments (saved as .doc, .docx, or .pdf documents) to be uploaded unto Canvas. Every submission will be run through the Turnitin check for plagiarism, so do review your work and ensure proper use of citations.

Emergencies

In the off chance that you encounter emergencies such as a death in the family or a severe illness that requires surgery or hospitalization, and you need more time to complete your assignment, you will need to speak to the AD of your residential college and attain an AD note.

Students with Special Needs

Yale-NUS College is committed to providing reasonable accommodations for students with special needs. Any student with a doctor-documented need for special academic accommodations is requested to contact the AD of his/her Residential College as early in the semester as possible.

Academic integrity

Students found guilty of plagiarism or other forms of academic dishonesty will be subject to failing the course in addition to disciplinary action according to the college’s policies. Consult the student handbook for further details. The library website has a useful 5-minute tutorial on avoiding plagiarism: <http://library.yale-nus.edu.sg/plagiarism/>

A brief summary of offenses: **Plagiarism** is defined as using material created by others – in part or in whole – without properly attributing authorial and publication references for the correct sources. Plagiarism can occur in written assignments and presentations. **Cheating** is defined as use of unauthorized notes, study aids, and other non-approved sources for an examination, submission of another person’s work to meet requirements for a course, and submission of identical or similar papers for credit in more than one course without prior permission from the course instructors. **Fabrication** is defined as falsifying or inventing any information, data, or citation, presenting data that were not gathered in accordance with standard guidelines as if they were gathered in accord with those guidelines, and failing to include an accurate account of the method by which the data were gathered or collected. **Attribution error** is defined as misrepresenting sources as stating and arguing things that they did not actually say.

Writing Support

Writing is a difficult task, and one that requires steady, consistent writing and research, and multiple rounds of revision. My recommendation is to start working on your drafts early in the semester and to make an appointment with the Writers’ Center, even if you consider yourself a skilled writer. I will not read earlier versions of the drafts, but you can bring your drafts to the Writers’ Center and seek guidance. To make an appointment with the Writers’ Center, please visit: <http://writerscentre.yale-nus.edu.sg>

Quantitative Support

“Expect to make errors, and don’t worry when that happens. You won’t break anything. Each time you figure out why the code has gone wrong, you will learn a new thing about how the language (R) works.” – Kieran Healy, *Data Visualization*, pg. 48.

Using R is hard. Thankfully, there is a [vibrant online community](https://scholar.harvard.edu/dromney/online-resources-learning-r) and lots of resources at Yale-NUS College to help you out. I will keep students posted about R Tutoring drop-in sessions during the semester. Professor Gastner’s R [tutorial videos](https://www.youtube.com/channel/UCYLy70wl08d5c8PKTUgJ0Pw/videos) are also quite helpful. Lastly, I urge students to remember that, like any language, the best way to get better at R is to learn by doing. Be patient. You’ll get there!

Office hours and email

Please come to my office hours or email me if you have any questions or concerns about the class. My office hours are listed on the first page of this syllabus, and are the same every week. You can make appointments using the link I provided on the first page. Remember that as part of your participation grade, I expect every student is expected to attend at least one Office Hours session before the recess break (by Friday 16 September).

**Required Books**

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

Banerjee, Abhijit, and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty.* New York, NY: Public Affairs.

Polman, Linda. 2010. The Crisis Caravan: What’s Wrong with Humanitarian Aid? New York, NY: Metropolitan Books.

Hochschild, Adam. 1998. *King Leopold’s Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa.* Pan books

Tripp, Aili. 2015. *Women and Power in Postconflict Africa.* New York, NY: Cambridge University Press.

To save money, students are encouraged to purchase these books second-hand, borrow from the college or university libraries, and/or order these books from Amazon or other alternative online sources. The YNC library has made available these required books on 2-hour RBR loan basis.

**Movies**

*Poverty, Inc.* 2005. Directed by Michael Matheson Mille. 91 minutes. **Schedule[[2]](#footnote-2)**

**Part I: Definition and Measures**

**Week 1: Course introduction**

Monday, Aug 8: Course & syllabus overview.

Thursday, Aug 11: What is development? What is underdevelopment?

**Presentation sign-up sheet.**

* Acemoglu, Daron and James Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty.* NY: Crown Business. Chapter 1.
* Sen, Amartya. 2000. *Development as Freedom*. Chapter 1.
* Students will sign up for reading presentations

**Week 2: Measuring development**

Monday, Aug 15: Economic and political development

* Bray, Rachel et al. 2020. “Realising Poverty in All Its Dimensions: A Six-Country Participatory Study.” *World Development* 134: 1-10
* Sen, Amartya. 2000. Development as Freedom. Chapter 2.
* Ferguson, Bernard. 2021. “Climate Change Is Destroying My Country,” *New York Times.*<https://www.nytimes.com/2021/06/23/magazine/climate-change-impact-bahamas.html>
  + Students can read or listen to the article (Roughly 23 minutes): <https://www.nytimes.com/2021/06/23/magazine/climate-change-impact-bahamas.html?smid=url-share>
  + Prof. Monroe will also send out the article in PDF prior to seminar.

Seminar Activity: UBI meets Bray et al

Thursday, Aug 18: Measures of development

* Familiarize yourself with these sources of cross-national measures of political and human development
  + Polity IV: <https://www.systemicpeace.org/polityproject.html>
  + V-DEM: <https://www.v-dem.net/en/>
  + Human Development Index <http://hdr.undp.org/en/data>
* Healy, Kieran. *Data Visualization.* Chapters 2 and 3.
  + Optional: Questions in 3.8 (p.71)

Seminar Activity: Introduction to ggplot2 and plot making. Make students come up with their own measures of development. Some index. Include HDI article that incorporates climate change.

**Part II: Long- and short-term approaches to understanding underdevelopment**

**Week 3: Long term determinants**

Monday, Aug. 22: Legacies of colonialism and slavery

* Acemoglu and Robinson, Chapter 4.
* Hochschild, Adam. 1998. *King Leopold’s Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa.* Chapters 4, 5
* Krippner, Greta. *How To Read a (Quantitative) Journal Article*. 2010. Prepared for Sociology 101.

Groupmates declared and submitted to Prof. Monroe via email by 5PM on Tuesday.

Thursday, Aug. 25:

* Guardado, Jenny. 2018. “Office-Selling, Corruption, and Long-Term Development in Peru.” *American Political Science Review* 112(4): 971-995.
* Hochschild, Adam. Chapters 8 and 10

**Week 4**: **Political institutions**

Monday, Aug. 29:

* Acemoglu and Robinson, Chapter 3
* Keefer, Philip, and Stuti Khemani. 2005. “Democracy, Public Expenditures, and the Poor: Understanding Political Incentives for Providing Public Services” *World Bank Research Observer* 20 (1):1-27.

Thursday, Sep 1:

* Touchton, Michael, Natasha Sugiyama, and Brian Wampler. 2017. “Democracy at Work: Moving Beyond Elections to Improve Well-Being.” *American Political Science Review* 111(1): 68-82.
* Making Data Meaningful. 2019. *United Nations Economic Commission for Europe*.

**PART II: Problems and Interventions**

**Week 5: War and Violence**

Monday, Sep 5:

* Blattman, Christopher. 2009. “From Violence to Voting: War and Political Participation in Uganda” *American Political Science Review* 103(2): 231-247.
* Macdougall, Claire. “When Liberian Child Soldiers Grew Up” *Newsweek* July 21, 2013. Link [here](http://www.newsweek.com/2013/07/31/when-liberian-child-soldiers-grow-237780.html)
* World Bank. 2018. “Sri Lanka: Socio-Economic Assessment of the Conflict Affected Northern and Eastern Provinces.” April 2018

Thursday, Sep. 8:

* Friedman, Thomas. 2017. “Climate Wars – Syria.” *The Years Project*. YouTube Link [here](https://www.youtube.com/watch?v=i31v1z--3Z8) (Roughly 7 minutes).
* Koubi, Vally. 2019. “Climate Change and Conflict” *American Review of Political Science* 22: 343 – 60.
* Harvard Kennedy School’s Communication Program. 2020. “How to write an Op-Ed Column.”

**Week 6: Aid**

Monday, Sep 12:

* Polman, Linda. Chapters 3-5
* Orwell, George. 1946. *Politics and the English Language* in The Collected Essays, Journalism and Letters of George Orwell, ed. Sonia Orwell and Ian Agos, vol 4, ed. 1, 127 – 40.

Thursday, Sep 15: We will discuss the movie *Poverty Inc.*

**Op-ed is due: Friday Sep 16 at 11:59 PM**

**RECESS WEEK! ENJOY YOUR BREAK ☺**

**Week 7: Education**

Tuesday, Sep 26:

* Banerjee and Duflo, Chapter 4
* The World Bank. 2011. “Vietnam: High Quality Education for All by 2020” Human Development Department East Asia and Pacific Region.

In-class activity: Vietnam High Quality Education for All Townhall

Thursday, Sep 29:

* Kramon, Eric, and Daniel Posner. 2016. “Ethnic Favoritism in Education in Kenya.” *Quarterly Journal of Political Science* 11(1): 1-58

*Each group must email Prof. Monroe by 5:00 pm on Thursday Sep 29 their country, problem of underdevelopment, hypothesis, and two main variables they will examine in their country report.*

**Week 8: Corruption**

Monday, Oct 3:

* Treisman, Daniel. 2007. “What Have We Learned about the Causes of Corruption from Ten Years of Cross-National Empirical Research?” *Annual Review of Political Science* 10: 211-244.
* Bolongaita, Emil. 2010. “An Exception to the Rule? Why Indonesia’s Anti-Corruption Commission Succeeds where Others Don’t” *Anti-Corruption Resource Centre*

Thursday, Oct 6:

# Weitz-Shapiro, and Matthew Winters. 2016. “Can Citizens Discern? Information Credibility, Political Sophistication, and the Punishment of Corruption in Brazil” *Journal of Politics* 79(1): 60-74

**Week 9: Health**

Monday, Oct 10:

* Banerjee and Duflo. Chapter 3 and 5.
* In-class activity: How corrupt is your group’s country? Use [Transparency International](https://www.transparency.org/) data and ggplot2 to assess and plot corruption trends and be prepared to discuss them in class.

Thursday, Oct 13:

* Overseas Development Institute. 2013. “Nepal’s Story: Understanding Improvements in Maternal Health.” Case Study Report: Health July 2013
* Dionne, Kim, and Fulya Turkmen. 2020. “The Politics of Pandemic Othering: Putting COVID-19 in Global and Historical Context” *International Organization* pp. 1-18

**Appendices A through D due via Canvas by Friday 14 Oct at 11:59PM**

**Week 10: Gender**

Monday, Oct 17:

* Tripp, Aili. 2015. Chapters 1-2

Thursday, Oct 20:

* Tripp, Aili. 2015. Chapters 3, 8

**Appendices E through G due via Canvas by Friday 21 Oct at 11:59PM**

**Raffle for final presentation slots**

**Week 11: Environment and Activism**

Monday, Oct 24: No class! Diwali. Make up class is on Oct. 26

* Keck, Margaret E., and Kathryn Sikkink. 1999. "Transnational advocacy networks in international and regional politics." *International social science journal* 51.159: 89-101.
* Caro, Robert. 1975. “Chapter 42: Tavern in the Town” in *The Power Broker: Robert Moses and the Fall of New York*, Vintage Books. Pg. 984 – 1004.

Thursday, Oct 27:

* Colgan, Jeff, Jessica Green, and Thomas Hale. 2020. “Asset Revaluation and the Existential Politics of Climate Change” *International Organization* pp: 1-25.
* Funder, Mikkel, and Carol Mweemba & Imasiku Nyambe. 2020. “The Politics of Climate Change Adaptation in Development: Authority, Resource Control and State Intervention in Rural Zambia” *Journal of Development Studies* 54:1, 30-46

**Week 12: Final presentations**

Monday, Oct. 31: Country report presentations groups 1-3

Thursday, Nov 3: Country report presentations groups 4-6

**Week 13: Next Steps**

Monday, Nov. 7: Country report writeup & peer review. Bring two printed copies of the sections you have drafted for your policy memo.

Thursday, Nov. 10: Wrap-up and celebrations

**Week 14:** Reading Week

**Final Country Report due by 11:59PM on Friday 25 November 2022 via Canvas**

**Individual Reflection by 11:59PM on Monday, 28 November 2022 via Canvas**

### Appendix 1: Group Presentations Guidelines

You have 20 minutes to present the readings for the day, and 10-15 minutes for Q&A.

In your presentation, you will need to:

1. summarize correctly all the readings (e.g., the main question, causal argument, contribution, methodology, and findings),
2. identify the gaps left unanswered in the literature, and
3. propose research solutions (new cases, research methods) that can potentially address this gap.

In your discussion of your proposed research solution to a “gap” in the case study, I want you to think about what you could do as a researcher to improve the case study. You do not need to do the actual research, but you want to present a research plan that could help fill the gap you’ve identified in the case study. This plan should:

1. Fill the gap your group highlighted
2. Address the case study’s argument
3. Have a hypothesis
4. And be specific: what data would you collect? How would you collect it? How would you know if your hypothesis was correct or false?

Common research solutions include: offering an alternative argument, proposing some kind of robustness check, or modification of the existing methodology, or applying the case study’s argument to a different subset of observations, and arrive at a similar/contradictory conclusion.

In the Q&A session, your instructor and classmates will raise questions, offer comments, and engage with your material.

Your presentation will be graded based on:

* Quality of summary of the readings
* Quality of identification of the gap/limits of the findings/arguments presented in the articles
* Proposed research solution
* Articulation, eloquence, creativity, preparedness in presentation
* Ability to answer questions and engage with criticisms and challenges posed by classmates.

### Appendix 2: Country Report

A country report of about 10-12 pages (double-spaced), plus appropriate bibliographical, historical, political and economic appendices, will be due on **due by Friday 25 November 2022 by 11:59PM.**

This country report (worth 25% of total course grade) is a group project where students will work in groups of 3.

Your submission will include the country report, the appendices, and the table marking each group member’s contribution to the country report project.

**Structure of the Country Report**

The report will be double-spaced and the appendices single-spaced. All the main graphs and tables should be presented in-text in the report itself, not in separate appendices. The paper will be formatted like a memo, with appendices placed in sequential order at the end of the memo.

The report is a policy report - written much like a country report prepared by senior officials from organizations such as the World Bank or the Agency for International Development official. The aim of the report is to suggest specific steps to address a particular problem of underdevelopment based on what you know of the literature and your analysis of the data, as exemplified by the policy reports we have read in class.

Each country report should contain:

1. A title page
2. Introduction
3. Country overview and the specific problem of underdevelopment addressed in the report
4. Literature review/existing knowledge on what drives this problem
5. Hypotheses
6. Data and Results (Regression Table)
7. Discussion
8. Policy recommendations
9. Appendices A through H.
10. The table marking each person’s contribution to the report

In preparing this report, students should:

* Identify ONE problem of underdevelopment in one country (e.g., teacher’s absenteeism, school dropout rate, infant mortality, corruption, child marriage, malnutrition, low access to public services)
* Review existing empirical literature for insights on what determines/shapes this particular problem of underdevelopment
* Articulate hypotheses the report will examine that suggest a correlation between an independent variable and an outcome of interest
* Locate, examine, and present quantitative data to highlight the correlation between your variables of interests.
* Present evidence (based on secondary sources) that shows this correlation may be indeed be at work in your country of interest. This will contribute to the narrative explanation/discussion of your results.
* Articulate 1-2 policy recommendations that suggest how to best address the problem you’ve examined. Ensure that policy prescriptions correspond to the analysis you have shown in your report; policy recommendations should be specific and concrete.
* Normally, the bulk of the report (60-75%) will be concerned with the analysis of underdevelopment, with 25-35% of the paper addressing policy prescriptions.

In preparing this study you should complete the appendices first. Only after you have become thoroughly familiar with your country should you seek to assess its problems and prospects for development. In preparing the appendices, you are strongly urged to use reliable data sources, such as country-specific bureaus of statistics, *Polity IV, World Development Indicators*, the *Human Development Report, Variety of Democracies,* *Quality of Governance*, the Transparency International, IPU, etc. Many of these data sources are on the web.

**Appendices**

The final report has 8 appendices, from Appendix A through H. Each appendix should be titled, such as “Appendix D: Historical Overview.” Each appendix is limited to **one page**. The following appendices are required in an appropriate format:

1. A table of contents – headings and sub-headings
2. A 150-word abstract: identify the main impediment to development in your case country, your proposed argument, summary of evidence, and specific policy recommendations.
3. A one-page summary of the formal political institutions in this country:
   1. System of government: federal vs. centralized, presidential vs. parliamentary.
   2. Regime type: autocracy/democracy/hybrid
   3. Electoral system: majoritarian/representative/something in between
   4. Frequency of election, term limit, last election outcomes, voter turnout, reports of violence.
4. A one-page description of major political players in your country, e.g., the military, political parties, oligarchs, traditional chiefs, religious leaders, ethnic coalitions, etc. Briefly identify and describe key political parties and their role in society. If there are clear politically dominant and minority groups, identify them here as well.

E) A one-page historical timeline of the country, focusing on recent major political developments that are relevant to your problem of underdevelopment (starting with independence if you have room, but with an emphasis on the past two decades). Overview should list events chronologically, placing year in left column and description in right column. For example:

1953: Country became an independent state

1954: Col. Jones leads a military coup, toppling the first democratically elected government.

F) A one-page summary of major socio-economic indicators of the nation, organized into demographic facts, social facts and economic facts. Where appropriate, data should list current situation and recent trends; for example:

1. demographic data: population, population growth, population density, infant mortality, longevity, age structure of society, HDI (give coefficient, rank and year).
2. social data: population by religion, urban/rural distribution, literacy, languages, ethnic composition;

3. economic data: GNP per capita (most recent year), per capita income in PPP (most recent year), per capita growth rates (year), average per capita growth rate (for previous decade), inflation, balance of trade (difference between exports and import), debt service (proportion of export revenues going to cover interest on the foreign debt), major exports, percentage of workers in agriculture, industry and services, unemployment rate. In order to indicate changes over time, give date for *most recent year* and the *average for the previous 10-15 years.*

Data should be grouped so that it is easily accessible. For example:

GNP per capita (2009): $830

GNP per capita, PPP (2009): $1,990

GNP per capita annual growth rate--2010: 4.4 %

Average annual growth rate, 1980-2010: 2.4%

G) A map of the country, with appropriate illustrations of demographic distribution.

1. Bibliography: include all your sources here, including the ones you have used in footnotes in the final report.

Your final country report will be graded based on:

* The clarity and precision of your question, argument, and findings, within the first couple of paragraphs
* Your succinct review of existing literature on the problem of underdevelopment you are trying to tackle
* The articulation of your hypothesis based on your review of the literature
* The quality of your data analysis and presentation of evidence: description of the data, analysis, visualization, discussion of your results, interpretation of the analysis’ regression table(s).
* The sensibility of your policy recommendations: Do they flow directly from your analysis and results? Are they executable? Have you considered the mediating factors that may influence their implementation?
* The accuracy and thoroughness of your appendices: How well do you know your case?
* Writing quality: typos, grammatical errors, awkward sentences

**Group Members’ Contributions Table**

Separately, each group member must submit the table below, marking each group member’s contribution to the overall group work on the Country Report throughout the semester. Update the columns “Member 1,” “Member 2” and “Member 3” with your respective names.

Each group member should fill out their table individually and not under the supervision of, or in coordination with, their groupmates. This table is not graded, but it gives me a view of how well you work together as a team.

You can find the excel file in Canvas.



**Appendix 3: Self Reflection**

You are due to submit a one-page single spaced, self reflection on your country group report by **Monday, 28 November 2022 by 11:59PM.** This assignment is worth 5% of your total course grade.

Because this is an individual assignment, you do not need to work with your group mates and share with them what you have written on this assignment. This is your chance to personally take stock of what you’ve learned throughout the course of the project.

In your reflection, please feel discuss any of the following questions:

1. Based on the work you have done in your country report, what do you find to be the most surprising about the problem of underdevelopment and country you were trying to tackle? Why?
2. Based on what you know at the moment about your particular country of study and the problem of underdevelopment you have examined in your report, how do you think the literatures on international development and political economy should move forward? What kinds of questions should we be thinking about, and how should we go about answering them?
3. Given what you’ve learned through this group project (and throughout the semester more broadly), what role do you think ordinary individuals can play in helping all humans achieve development as freedom, as per Sen’s argument?

**Appendix 4: Grading Rubric for Country Report Final Presentation**

Group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­

\_\_\_\_\_\_\_\_\_\_\_ (0–15) ­­ Articulation of question­­­­­­­ and argument

\_\_\_\_\_\_\_\_\_\_\_ (0–10)­­ Overview of country and specific issue of underdevelopment

\_\_\_\_\_\_\_\_\_\_\_ (0–10)­­ Summary of existing relevant literature

\_\_\_\_\_\_\_\_\_\_\_ (0–10)­­ Hypotheses to be tested

\_\_\_\_\_\_\_\_\_\_\_ (0–10)­­ Methodology: description of data, time period, levels of analysis

\_\_\_\_\_\_\_\_\_\_\_ (0–20)­­ Description findings

\_\_\_\_\_\_\_\_\_\_\_ (0–15)­­ Policy recommendations

\_\_\_\_\_\_\_\_\_\_\_ (0–10)­­ Implications for future research/acknowledgement of limitations

**\_\_\_\_\_\_\_\_\_\_\_ (0–100) Total**

**Appendix 5: Tips for a Successful Group Project**

Group learning has been repeatedly shown to have many benefits for learning (Chiriac 2014; Gillies 2003a). However, sometimes group work can go awry, even for the most well-intentioned and hardworking of groups. This appendix provides a list of tips.

1. Select your group members carefully. As best as you can, and within the requirements of the assignment, select group members whose strengths complement yours and who have similar work habits. That is, read carefully the instructions for this group project, and recognize the kinds of skills and analytical works that will be required. Find group mates whose strengths can cover your shortcomings. In terms of work habits, be very honest with yourself and others about the kind of pace you typically have in completing projects and the kinds of structure/environments you need. Some people work quickly, others like to keep a steady incremental pace over a long period of time. Compatibility on this front usually makes for a smoother group work.
2. Establish group norms, and explicitly discuss your expectations re: communication, timeline and specific outputs during the semester, frequency and participation in group meetings, expected weeks/days when you’ll be completely unavailable for this project, and any other matter that could affect your contribution to the work. If you’re going to be out of commission during a particular period b/c of an important prior commitment, let your group mates know so they can plan around this.
3. Divide up the work fairly, and get it done. Ideally all three members would be involved in every part of the work. But given the many components of this assignment, for efficiency’s sake you may choose to divide up the sections of the report and the appendices and have each person be responsible for his/her own component of the memo. If this is the route you choose, please make sure that each person gets a fair mix of easier and more challenging tasks. For example, the person who is slotted to write the table of contents (i.e., an easier task), shouldn’t also be tasked with finding a map of the country and writing the bibliography. Likewise, the person who is tasked with the data analysis and visualization, should ideally not also be the one writing a literature review, and the appendix on the major political players. Regardless of whichever way you divide up the work, ALL THREE OF YOU should come together and review your drafts well in advance of submission, discuss and revise them together such that every team member is aware and happy with what they are submitting. If you are not happy with what your group mate has produced, this needs to be revealed early enough such that you can strategize on how to proceed as a group.
4. Start working on this group project early. You have this syllabus from day 1 of the semester, and you have the information on the assignments’ deadlines and instructions. You should NOT be starting your group work as late as week 7. While sometimes disasters happen, if you start early, make steady incremental progress, and you meet regularly as a group, you’d have a better chance of avoiding surprises, bad communication, and crises at the end of the semester. In all my years of teaching, almost all of the bad group work experiences I’ve witnessed were the ones where students began their work late in the semester.
5. Resist the temptation to change your topic/country/question at the last minute. Any kind of research is hard, and you will be tempted to find new topics/questions when you feel stuck. But rest assured, even when you adopt a new question, you will come across new challenges. This assignment is hard and it takes a long time to complete, and it really cannot be done within a week or two. Changing topics at the last minute will only make it so much harder.

1. This rubric has been adapted from an earlier version by Jeffrey Stout. [↑](#footnote-ref-1)
2. The instructor reserves the right to make modifications to this reading schedule as necessary. [↑](#footnote-ref-2)