

IDV 853
Comparative Int. Economic Development
Fall 2007

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Plagiarism Policy Statement

A. Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

B. Because students, as scholars, must make frequent use of the concepts and the facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

C. Plagiarism is avoided when students give credit (footnotes or other documentation forms) to the sources consulted in researching all written work.

D. Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student judicial system.-*USM Student Handbook*, pages 74-75.

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Prerequisite

You must be admitted to IDV program.

Course Description

In this course we will focus on the various components of economic development. The course will begin by examining institutions and how the institutional context of development is important to developmental success. We will also examine how some “late developers” overcome significant obstacles to achieve remarkable levels of development. The debate on the merits of American versus European style capitalism will be joined as we debate the merits of each system. The course will also examine what factors hinder economic development. In the realm corporate governance the course will look at how different political systems create divergent governance structures. We conclude by examining innovation policy as a way states can gain competitive advantage.

Course Objectives

This course is designed with the following goals:

- To teach the students how to access, read, and debate concepts of comparative development.
- To teach the main concepts of economic development and how these apply to different nations.
- To teach students how and where theories of development fit into the larger field of social sciences.
- To articulate how students can join in the dialog of scholars in peer reviewed publication to further the debate and discussions economic development.

Learning Outcomes

Students will achieve the following outcomes by the end of the term:

- Learn how to find relevant scholarly works on various concepts and theories within the broad field of international development.
- Learn how to read critically to support, refute, and critique existing concepts, theories and models of comparative development in a scholarly fashion.
- Begin to position their research topic within the context of development.
- Learn how to write a scholarly paper with associated references debating current issues surrounding development and finding a niche that they believe can add to the corpus of research.

Required Texts

Understanding the Process of Economic Change (Princeton Economic History of the Western World) (Hardcover)

by [Douglass C. North](#)

Publisher: Princeton University Press (January 3, 2005)

ISBN: 06911118

The Rise of "the Rest": Challenges to the West from Late-Industrializing Economies (Paperback)

by [Alice H. Amsden](#)

Publisher: Oxford University Press; New Ed edition (November, 2003)

ISBN: 0195170598

The European Dream : How Europe's Vision of the Future Is Quietly Eclipsing the American Dream (Paperback)

by [Jeremy Rifkin](#) "

Publisher: Tarcher (August 18, 2005)

ISBN: 1585424358

The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics (Paperback)

by [William Easterly](#)

Publisher: The MIT Press; Reprint edition (August 8, 2002)

ISBN: 0262550423

Political Power and Corporate Control : The New Global Politics of Corporate Governance (Hardcover)

by [Peter A. Gourevitch](#), [James Shinn](#)

Publisher: Princeton University Press (October 1, 2005)

ISBN: 0691122911

Beyond Late Development: Taiwan's Upgrading Policies (Hardcover)

by [Alice H. Amsden](#), [Wan-wen Chu](#)

Publisher: The MIT Press (June 1, 2003)

ISBN: 0262011980

All students are expected to read the news about development and other events that might influence development in some part of the world. A good source is the Wall Street Journal. Articles from professional journals will be assigned during the semester.

Course Contact:

In the contexts of the In-Person Sessions, Discussion Threads, Chats, and Telephone Office Hours, students will have no less than 2,250 contact minutes with the instructor over the course of the semester.

This semester we will incorporate Wymba, which provides voice and picture capability. Nowadays, every system has a build-in sound system. Please check yours to make sure it is functioning. I will turn my camera on during the chat time. If it slows your system down we may have to disable yours or even mine. If you have a camera it might be a good idea to utilize it as well. I am trying to get as close to a regular classroom set up as possible. I will have a demo during the first in-person if possible.

Each session a set of questions will be introduced for discussion based on the content of the books and other material assigned during the course of the semester. Students are encouraged and required to participate in discussion as well as posting questions about the topic on hand. Using an audio system will increase the demand on participation since we no longer have to spend time typing. Students are required to reply to discussion questions that are not fully addressed in class due to time constraint or emphasis on other topics before the next chat time.

Research paper and Presentation

The primary purpose of learning statistics for everyone except those obtaining a degree in statistics is to be able to conduct research. It is not only important to know what research has been done in a field but also how it was done. Equally important is to know the state-of-the-art in research in International Development.

Difficulties

Students, usually, have difficulty with the following:

Choose a topic.

Understand the research methods.

Know which statistics procedures to use.

Know how to perform the needed statistics procedures.

Applications

Quantitative researches on “development” are more prevalent in economics, and social science. The focus of your research should be on economic development or social aspects of economic development. For the purpose of the research paper we will treat “development”, “growth”, “economic development”, and “economic growth” as synonyms.

It is important to know the fundamental determinants of growth, such as investment, import, export, education, geographical location, government expenditures, taxes, security, and stability, to name a few.

Research Paper Topic

The research paper must address comparative international development topics. It must address economic development and the role of socioeconomic factors; the **research should be original**. Find what has been addressed by the literature about your topic. Make sure that your paper offers something new to the literature.

Research paper Format

The paper should use 12-point Times New Roman font, double spaced, and under 15 pages.

Use the Chicago Manual of Style to format your paper. The style provides the guideline for spacing, margins, headings, sub-heading, references, etc.

Proposals are due on the fourth (4) week of the semester. The proposal must be in Chicago Style and must include the seminal research (paper, book, article, monograph, etc.) that inspired the proposal. Your proposal should have a section on statistics tool(s) that will be used in the paper. This is not customary for research proposal, but is required for this course.

The analysis should include all the necessary requirements on the data and should include all the relevant tests.

Do not cut and paste statistical software’s printout. Make original tables that reflect the papers content and are addressed in the appropriate section. Consult the Style manual.

Literature review is due on or before the midterm (8th week). I will edit your literature review to make sure it pertains to your research proposal; complies with the Chicago Style; and is relevant for the topic and the course. All editorial recommendations must be addressed in the final paper. Use the editorial notes as guideline for the rest of the paper.

Make sure to clearly identify the research that has addressed similar issues as yours. Your paper must acknowledge the shortcomings of the tools it uses. For example if your tool requires that the dependent variable to be normal and your analysis conclude that your data is not normally distributed you have to identify and state what others have done about this problem. If the remedy is covered in the course, then you should apply it. If the remedy is not covered in the course you have to identify the solution and acknowledge that the topic is not covered in the course.

Grading

The research paper contributes 30% to the final grade. Presentation of the paper provides another 10%. The points for the paper will be equally distributed among the (1) content and relevance to the course, (2) meaningful results, (3) conformation to the style, (4) comprehensiveness of the use of the tools, (5) understanding of the literature about the topic.

The points for presentation will be equally divided among (1) presentation clarity, presentation quality, (2) maintaining the audiences' interest, (3) generating discussion, and (4) punctuality. Presentation will be between 10-15 minutes only. Rehearse to make sure not to exceed allotted time. Exceeding the allotted time will result in point reduction. Presentations that exceed the allotted time by more than 3 minutes will be interrupted. Unfinished presentations will receive zero (0) points for presentation.

Review Papers

Each student is assigned either a book or the review of contemporary literature. There are seven assigned books; therefore three students will provide review of contemporary literature. The written review is due on February 12, 2007, which is the beginning of the fifth week of the semester. The written review of contemporary literature is due on April 2, 2007, which is the beginning of week 12. Copies of review papers should be sent to the professor and all students in the class.

Each week, as assigned below, the student who is responsible for the book or literature review provides discussion questions. The answers are due on the following week.

All assignments and activities are due on Monday of the corresponding week.

Grading Rubric

Book Review	20%
Leading Discussion Thread	20%
Response to Thread Questions	10%
Research Paper	25%
Presentation of research	10% During in-person
Final Exam	15%

For information about research paper see the “Research Paper” handout.

Assessment

The grade is determined by assessment of the quality of book review, leading the discussion thread, research paper, presentation of research, and Final Exam.

A=90-100%	Excellent work	Exceeded high expectations
B=80-89%	Good work	Met high expectations
C=70-79%	Average work	Met basic expectations
F=69% or less	Unacceptable work	Did not meet basic expectations