International Economic Policy

Course Objectives

The main objectives of this class are for the student to 1) Gain an understanding of the influences that lead a country to poverty or prosperity. 2) To be able to apply these influences and the theories behind them to specific cases. 3) To determine how international organizations and international relations affect international economic development. 4) To be able to explain ways in which specific countries could achieve economic development. 5) To improve critical thinking and communication skills.

Course Readings, General Class Flow and Participation

- The main source for this course is the book *Why Nation’s Fail* by Daron Acemoglu and James A. Robinson, is available in the school book store and through online merchants.
- This book will be supplemented by readings and short videos that I will put on Blackboard.
- The readings and videos I assign are the necessary background information for the class activities and the final project, therefore you must invest the time to get through them before class.
- I will motivate you to do the readings and watch the videos prior to class by having a quiz on these readings and videos at the beginning of each class (do not be late!).
- Once the quiz is complete we will delve into class activities. I do not intend to lecture much, so be prepared to participate! During the class activities I will play the role of moderator, and often as a devil’s advocate, in order to help all of us dig deeper into the weekly topics. However, you will be responsible for your own learning. Hopefully, you like it this way!
- There will be three 350-word (minimum) discussion posts on Blackboard throughout the semester that will cover the class material. You will need to make critical replies to at least three of your classmates on these posts (see matrix for grading).
- We will have a midterm test, a final test, and a final paper to evaluate how much you have learned.

Class Scoring Breakdown
- Class quizzes will be worth 20% of your final grade.
- Discussion posts and replies will be worth 30% of your final grade (10% each).
- The first midterm will be worth 15% of your final grade and the final will be worth 15% of your grade.
- The final paper will be worth 20% of your final grade.

Discussion Post Matrix:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement Not acceptable</th>
<th>Needs a lot of work</th>
<th>Proficient</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Weight 40.00%</td>
<td>0 % - No evidence of critical thinking whatsoever (or nothing posted).</td>
<td>50 % - Superficial posts - No valid connections made between content. - No analysis or insight. - Critical presentation of opinion not present.</td>
<td>80 % - Some connections made with real world problems, although all might not be valid. - Analysis of content is evident, although possibly not complete or supported. - Critical presentation of opinion is not complete or logically supported.</td>
<td>100 % - Valid connections made between the course content and real world problems. - Posts are complete with analysis and insight. - Opinions are insightful and supported with evidence and logic.</td>
</tr>
<tr>
<td>Quantity Weight 20.00%</td>
<td>0 % - Quantity is completely unacceptable (or nothing posted).</td>
<td>50 % - Length of all required posts do not meet requirements. - One or more required postings are missing.</td>
<td>80 % - Length of all required posts meets the requirements but includes considerable “fluff” or “filler.” - All required postings are made.</td>
<td>100 % - Length of all required posts meet requirements. - All required postings are made.</td>
</tr>
<tr>
<td>Grammar and Citations</td>
<td>0 %</td>
<td>50 %</td>
<td>80 %</td>
<td>100 %</td>
</tr>
<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td>Content is illegible (or nothing posted).</td>
<td>- Many spelling or grammar errors - Content is difficult to understand. - Inappropriate language used. - Citations are not complete</td>
<td>- Few spelling or grammar mistakes - Content is generally easy to understand. - Citations are not complete</td>
<td>- No spelling or grammar mistakes. - Content easy to understand. - Citations are complete</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timelines</th>
<th>0 %</th>
<th>50 %</th>
<th>80 %</th>
<th>100 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post is made after the deadline (or nothing posted).</td>
<td>- Original posts are added at the last minute, leaving no time for classmates to respond.</td>
<td>- Original posts are present, are posted during the last half of the discussion period. - Participation is infrequent during the discussion period.</td>
<td>- Original posts are added during the first half of the discussion period. - Participation is evident throughout the entire discussion period.</td>
<td></td>
</tr>
</tbody>
</table>

**Final Paper Matrix on US and Selected Country Energy Policies:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
<th>Marginal</th>
<th>Proficient</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction and background of topic</strong></td>
<td>Poor</td>
<td>50 % Student does not introduce topic, or introduces topic with limited effectiveness</td>
<td>70 % Student introduces topic with some effectiveness</td>
<td>85 % Student introduces topic clearly and accurately</td>
</tr>
<tr>
<td>Weight 10.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Analysis of countries’ energy policy</strong></td>
<td>50 % Student does not analyze the countries’ energy</td>
<td>70 % Student analyzes countries’ energy</td>
<td>85 % Student analyzes countries’ energy</td>
<td>100 % Student analyzes countries’ energy policies with a clear connection</td>
</tr>
<tr>
<td>Weight 30.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policies</td>
<td>Policies without a clear connection to concepts introduced in class</td>
<td>Policies with adequate connection to concepts introduced in class</td>
<td>Analysis of whether countries’ energy policies are cooperative or conflicting</td>
<td>Weight 30.00%</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>50 % Student does not explain argument or does not support argument with anything other than opinion</td>
<td>70 % Student supports argument using limited supporting information and evidence and/or argument lacks coherence/logic</td>
<td>85 % Student supports argument with adequate supporting information and evidence, but lacks some coherence/logic</td>
<td>100 % Student supports argument with thorough information and evidence and argument is coherent and logical</td>
<td>100 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Format and Mechanics Weight 20.00%</th>
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<th>Format and Mechanics Weight 20.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 % Paper is not in paragraph form and contains multiple grammar, syntax and spelling errors - impossible to comprehend</td>
<td>70 % Paper is in paragraph form, but contains numerous grammar, syntax and spelling errors - difficult to comprehend</td>
<td>85 % Paper is written in clear and accurate paragraph form with few grammar, syntax and spelling errors - easy to comprehend</td>
<td>100 % Paper is written in clear and accurate paragraph form with very few errors. Student expresses written thoughts with attention to detail which exceeds expectations – effortless to comprehend</td>
<td>100 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Citation of Sources using APA format Weight 10.00%</th>
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<th>Citation of Sources using APA format Weight 10.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 % Student does not cite sources, or inaccurately cites sources</td>
<td>70 % Student cites sources with some accuracy</td>
<td>85 % Student cites sources clearly and accurately</td>
<td>100 % Student cites sources thoroughly and with complete attention to detail</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**Attendance, Assignment Deadline Policy, and Instructor Help**

- Tuesdays and Thursdays from 4:15-5:35 in HU20.
- Class attendance is mandatory. If you need to miss a class, please let me know well in advance.
• All assignments must be handed in at the beginning of class. All late assignments will be docked a letter grade for each day they are late and I will not let you make up missed in-class quizzes unless you have a really good reason to miss class. I want you to succeed and will be much more sympathetic in dealing with you if you contact me with problems before a deadline than after the deadline has passed.

• I can be reached by email. I will not have standard contact office hours. I will be available after class and you can schedule a meeting with me at least 24 hours in advance.

University Regulations

Accommodations: “Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations (http://www.albany.edu/studentlife/dss/Accommodation.html).” If you wish to discuss academic accommodations for this course please also inform the instructor as soon as possible. In addition, the instructor will make every effort to accommodate difficulties arising from religious observance. You are asked to bring any possible conflicts to the instructor’s attention as soon as possible. Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

Plagiarism Please familiarize yourself with the description in the undergraduate bulletin http://www.albany.edu/undergraduate_bulletin/2003-2004/regulations.html if you are involved in plagiarism the penalty will be failure in the course and you will be reported to judicial affairs. In this one regard there are no second chances. If you are not sure if something violates standards – ask. If you are not sure whether to cite or not to cite – cite. Every Student is expected to go through the following tutorial http://library.albany.edu/usered/plagiarism/index.html

Week 1: Defining Poverty and Economic Development


Class activity: Define poverty and economic development

Human Development Index: http://hdr.undp.org/en/countries
Thursday, 26 January 2017: Poverty and “Why Nations Fail”


World Poverty – Read Section I (Empirical View)

Week 2: Institutional and Rational Actor Reasons for Economic Development

Tuesday, 31 January 2017


Thursday, 2 February 2017


Final Paper Country Choice Due

Week 3: Structural Inequality - Geography

Tuesday, 7 February 2017

Reading: Prisoners of Geography - Haussman

Video: Jared Diamond: Guns, Germs, and Steel

Thursday, 9 February 2017


Video: Israel Water: https://www.prageru.com/courses/environmental-science/can-desert-nation-solve-worlds-water-shortage

Week 4: Culture and Economic Inequality

Tuesday, 14 February 2017

Video on Protestant Work Ethic:  
https://www.youtube.com/watch?v=FMfteIDO4zU

Enlightenment: http://www.history.com/topics/enlightenment

Thursday, 16 February 2017


Week 5: World System and Inequality

Tuesday, 21 February 2017

Initial Discussion Post is Due

Readings: Dependency Theory and World Systems Theory

Video: Video Dependency Theory Cliff Notes

Video: Dutch East India Company Crash Course: Dutch East India Company

Activity: Running game.

Thursday, 23 February 2017

Discussion Replies are due


Ricardo’s Theory: https://www.youtube.com/watch?v=Vvfzaq72wd0

Week 6: The Commanding Heights? Command Economies and Liberal Economies

Tuesday, 28 February 2017

Thursday, 2 March 2017


Video: [Video Cliff Notes on Road to Serfdom](#)

Video: Is Capitalism Moral? [Is Capitalism Moral?](#)

Class Activity: [Economic Freedom Index](#)

Optional Reading: [The Road to Serfdom](#)

**Week 7: Midterm and Political Instability and Economic Growth**

**Tuesday, 7 March 2017: Midterm!**

**Thursday, 9 March 2017**


[Tombstone](#)


**Week 8: Spring Break!**

**Week 9: The Resource Curse and Inequality**

**Tuesday, 21 March 2017**


**Thursday, 23 March 2017**

Week 10: Post WW II Institutions and Economic Development

Tuesday, 28 March 2017

Initial Discussion Post is Due

The Marshall Plan

https://www.youtube.com/watch?v=JQHEMG6zt8I

Thursday, 30 March 2017

Discussion Replies are due


Overview of Bretton Woods’ Institutions and ECOSOC

ECOSOC

What is the IMF

What is the World Bank?

Week 11: The Big Push and the Small Push

Tuesday, 4 April 2017

Millenium Development Goals

MDG Review

Sachs: The End of Poverty

Can you spare $195B?

Sachs' $200B Dream

Thursday, 6 April 2017


Week 12: The Washington Consensus

Tuesday, 11 April 2017: No Class!
Thursday, 13 April 2017

**Primer on the Washington Consensus**

**A History of the Washington Consensus**

**Neoliberalism**

**Week 13: NICs**

Tuesday, 18 April 2017

**Initial Discussion Post is Due**


**America’s Transition to a Market Economy**

Thursday, 20 April 2017

**Discussion Replies are due**

**Understanding the State in South Korea**

**Week 14: The Rise of China**

Tuesday, 25 April 2017

**Paper Drafts Due**

**China’s Economic Rise: History, Trends, Challenges, and Implications for the United States**

Thursday, 27 April 2017

**Understanding the Rise of China**

**Beijing Consensus**

**Why the 'China Model' Isn't Going Away**

**Week 15: Critical Junctures and Institutional Change**

Tuesday, 2 May 2017

**Thursday, 4 May 2017**


**Week 16: The Arab Spring**

**Tuesday, 9 May 2017**

*Developing After the Arab Spring*

Papers DUE!