

Spring 2009

Political and Economic Development

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LIBERTY UNIVERSITY
GOVT 405 – POLITICAL AND ECONOMIC DEVELOPMENT
Spring Semester 2009

Dr. Steven Alan Samson

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434-592-3689

SLAB 133

Office Hours MWF 08:50-09:40, 14:55-15:45, R 3-5; and by appointment

- I. **Course Description** An analysis of the common problems of less developed countries in Africa, Asia, and Latin America with a survey of theories of development.
- II. **Rationale** This senior level course is designed to encourage students to apply a Biblical Christian worldview and a limited government/free market philosophy to a study of the historical, cultural, demographic, climatic, geological, and geographical factors that have contributed to the political and economic development, as well as the relative prosperity or poverty, of various countries, regions, or cultural groupings. Special attention will be given to the contributing causes of wealth and poverty, colonialism and the post-colonial world, factors that favor or inhibit development, and the operation of the international political economy.
- III. **Prerequisite Statement** GOVT 200, GOVT 210, or GOVT 220

It is the student's responsibility to make up any prerequisite deficiencies, as stated in the Liberty University Catalog, which would prevent the successful completion of this course.

IV. Materials List

Each required book and/or reading will be represented on one or more tests as shown on the Class Schedule. The Landes, Rashid, Kaplan, and Wiarda texts are noted on the Class Schedule by an abbreviation: L. 1 = Landes, chapter 1.

Purchase:

Landes, David S. The Wealth and Poverty of Nations [L. 1-29]

Rashid, Ahmed. Taliban [R. 1-16]

Samson, Steven. Political and Economic Development GOVT 405 [S. 1-16]

World Bank. Atlas of Global Development, 2nd ed.

Recommended (Choose one):

Ayittey, George B. N. Africa Unchained: The Blueprint for Africa's Future. New York: Palgrave Macmillan, 2005. Sequel to Africa Betrayed and Africa in Chaos. (Essay test)

Bauer, P. T. Reality and Rhetoric: Studies in the Economics of Development. Cambridge: Harvard University Press, 1984. (Essay test)

De Soto, Hernando. The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else. New York: Basic Books, 2000. (Essay test)

Easterly, William. The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good. New York: Penguin, 2006. (Essay test).

Kaplan, Robert D. The Ends of the Earth (two objective tests are available)

* Wiarda, Howard J. Political Development in Emerging Countries. New York: Wadsworth, 2004 [W. 1-8]. ISBN-13: 978-0155051041 (available at bookstore)

Handouts:

Ayittey, George B. N. "Introduction" to Africa in Chaos

Bauer, Peter. "From Subsistence to Exchange"

_____. "Western Guilt and Third World Poverty," from Equality, the Third World, and Other Essays.
Chilton, David. "The Basis for Economic Growth," from Productive Christians in an Age of Guilt-Manipulators
De Soto, Hernando. "Citadels of Dead Capital"
Kaplan, Robert D. "An Unsentimental Journey," from The Ends of the Earth, ch. 1 [K.1]

Films:

The Commanding Heights (PBS):

http://www.pbs.org/wgbh/commandingheights/lo/story/tr_menu_02.html

The Devil's Footpath

Newspapers:

Internet Public Library: <http://www.ipl.org/div/news/> (newspaper links by country)

Newseum: Today's Front Pages: <http://www.newseum.org/todaysfrontpages/flash/>

V. Learning Outcomes

1. The student will be exposed to a variety of concepts and social science approaches to the study of comparative politics, particularly relating to the problems of political and economic development.
2. The student will learn how to analyze and compare the history, geography, economies, governing institutions, and behavior of contemporary political agents, such as nations, states, IGOs, and NGOs.
3. The student will thereby become better equipped to understand, participate in, and evaluate the current issues and events.

VI. Assignments/Requirements

1. **Reading:** Each student is responsible for completing reading assignments **prior** to class. The emphasis is on close and careful reading of the text. Keeping a loose leaf notebook of class materials is highly recommended, as is bringing the workbook to class. **Collateral reading** is for honors students, graduate students, and others who are interested.
2. **Workbook** Purchase of the workbook is **mandatory**. Chapter outlines provide a summary of the structure and important points. Review items are related to specific test questions. Study questions are designed to help stimulate analysis. Bold-print calls attention to key concepts. Bracketed words, phrases, and sentences are inserted into the text to provide definitions, translations, contexts, and/or commentary. All of the readings and study aids are designed to elicit the three learning outcomes described above.
3. **Class Participation** is an essential part of class. Textbook chapters, collateral readings, and current events will be the subject of class commentary and discussions. It is especially recommended that students follow <http://www.stratfor.com/>, particularly George Friedman's analyses, and <http://www.atimes.com/>, particularly the pieces by "Spengler." The full Strategic Forecasting (Stratfor) service is obtainable on campus through the library's database links under S. Students should come prepared to discuss textbook readings as well as current events. If students wish to have more discussion and less lecture, they should come prepared with articles to share, especially after we complete the Nye textbook.
4. **Class Project** You may participate in a panel discussion of one of the recommended books, write a 2-3 page analysis of the part of the book you have been assigned, and take a test that will replace your lowest test score (assuming the score is better). Alternatively, you may write a 7-10 page area study of a specific developing country, present your findings to the rest of the class, and be

permitted to drop one low test score. I have posted an Area Study guide to help organize your material.

VII. Grading Policies

1. **Tests** (90% of the grade): a) Students will be tested on the lecture and reading material through a series of eight tests. b) An optional comprehensive final exam composed of test questions from the first six tests may be taken during the final exam period. c) At least seven tests must be completed in order to complete the course. d) The grade will be calculated on the average of seven tests with the following exception. e) The optional 35-question final exam will substitute for the lowest test score (out of the previous seven tests) but only if the final exam score is higher. f) Each item in the **Review section** of each chapter, each reading in the workbook, and each reading posted on Blackboard represents a specific question that may be on the test (and most will be on the test). g) Short essays will most likely be required on the second, fourth, sixth, and eighth tests. Essay topics will be posted about a week in advance of each test. h) Raw scores (0-35 or 0-36) will be recorded in the Gradebook section of Blackboard. i) Raw scores may be multiplied by 3 to show the score on a 100 point scale (30=90, 20=60). j) Tests **must** be taken at the scheduled date and time in the scheduled classroom. In **exceptional** cases, special arrangements must be made with the department secretary. k) Students who participate in University-sponsored events that conflict with the test schedule may make arrangements with the department secretary to take the test early or, only if necessary, immediately afterward. l) Tests that have been missed due to absence or tardiness must normally be made up during the final exam period (but such make-ups are strictly limited to **two**). m) It is always wise to check for possible schedule changes on Blackboard
2. A **world map test** is scheduled for February 27. It is worth 10% of the grade. Exercises: <http://www.ilike2learn.com/ilike2learn/Samerica.html>
3. **Grades:** The grading scale is 100-90=A, 89.9-80=B, 79.9-70=C, 69.9-60=D, 59.9 and below=F. A number of "curves" are already built into the grading system. Ignore the statistics on Gradebook. They cannot be accurately programmed.

- VIII. Attendance Policies** a) Regular and punctual attendance is required and expected. Three (3) unexcused absences may result in the student's grade being lowered one letter grade. For an excused absence, please e-mail the professor in advance if you must be absent and please explain why. b) Valid excuses include documented medical emergencies and participation in University approved curricular and extracurricular activities (please bring documentation). c) Students are responsible for all the material covered in all scheduled class meetings. d) Six intermittent unexcused absences or a prolonged absence without notice to the professor may result in an FN without notice to the student. e) Students who wish to withdraw with a W should contact the professor for his signature no later than the end of March.

NOTE: Although you may not currently be concerned about it, in the near future you will need faculty members to give letters of reference, recommendations for employment, or letters of recommendation for graduate school. Your attendance, punctuality, appearance, and attitude will be areas of interest to those requesting these letters. In addition, some of you will need a security check for your future job. Be aware that cheating and plagiarism are causes for a permanent record being placed in your student folder, which will be consulted during a background security check

IX. Other Policies

Dress Code

Students are expected to come to class dressed in a manner consistent with The Liberty Way.

Honor Code

We, the students, faculty, and staff of Liberty University, have a responsibility to uphold the moral and ethical standards of this institution and personally confront those who do not.

Academic Misconduct

Academic misconduct includes: academic dishonesty, plagiarism, and falsification. See The Liberty Way for specific definitions, penalties, and processes for reporting.

Disability Statement

Any student with a documented disability may contact the Office of Disability Academic Support (ODAS) in Teacher Education Building-TE 127 in order to make arrangements for an academic accommodation.

DROP/ADD POLICY

A Fall/Spring course may be dropped without a grade, tuition, and fee charges within the first five days of the semester. From the sixth day until the end of the tenth week, a Fall/Spring course may be withdrawn with a grade of W or WF

Classroom Policies

The inappropriate use of technology, such as cell phones, iPods, laptops, calculators, etc. in the classroom is not tolerated. Other disruptive behavior in the classroom is not tolerated. Students who engage in such misconduct will be subject the penalties and processes as written in the Liberty Way.

Food is not permitted. Students who are not in appropriate campus attire will **not** be admitted to class. Caps may not be worn in class.

School Policies

Plagiarism and Multiple Submissions of Papers:

Plagiarism is a serious offense and utilizing the work of others without proper citation is a clear violation of University policy. However, no clear directive has been established within the Helms School of Government as to the permissibility of a student submitting substantially the same paper to satisfy writing requirements in different courses. Effective spring 2007, any writing assignment required for a Helms School of Government course must be an original composition drafted specifically for the individual course. When a course requirement in an upper division course builds upon a previously researched topic, and the student desires to utilize his/her prior submission as a foundational document for the new course assignment, he/she may bring a copy of the previous paper to the current professor. The professor will review with the student the additional research and writing elements needed to complete the current assignment without violating this policy.

Christian Service:

For those students not already involved in Christian Service, see the professor for details and other information if interested.

X. Calendar for the Semester

CLASS SCHEDULE (Subject to Revision)

Theories of political and economic development came into prominence half a century ago and

helped spark an intellectual revolution within comparative politics and the discipline of political science generally. The generation of pioneers included Gabriel Almond, Lucien Pye, David Apter, Daniel Lerner, Samuel P. Huntington, and others. Many of the old theories have been largely abandoned or considerably modified. Even so, the intellectual battle lines are still drawn, often sharply, between *laissez-faire* and socialistic approaches, both of which have their problems, as should be clear from the piece by Joseph Ratzinger, who is now Pope Benedict XVI. At the heart of this struggle is the ancient Battle of the Universals between the individual and communal dimensions of human life and action. Both poles are beset by a fatal tendency to move from means to extremes. Our public choices are shaped considerably by the ideological and essentially religious claims made by proponents of the extremes: libertarians and progressives. The continual challenge is to distinguish what is genuine and then pursue it while keeping the spurious at bay.

Preliminary Reading

S. 1: Frederic Bastiat, "What Is Seen, and What Is Unseen" (read up through "The Broken Window"): <http://bastiat.org/en/twisatwins.html>

S. 2: Ludwig von Mises. "Liberty and Its Antithesis" <http://www.mises.org/efandi/ch35.asp>

S. 3: Ralph Raico, "The European Miracle" <https://www.mises.org/story/2404#>

Joseph Ratzinger, "Market Economy and Ethics" http://www.acton.org/publications/occasionalpapers/publicat_occasionalpapers_rattinger.php?view=print

Augusto Zimmermann: <http://www.onlineopinion.com.au/view.asp?article=8968>

Collateral: Spengler, "Benedict XVI Is Magnificently Right" http://www.atimes.com/atimes/Global_Economy/JL09Dj02.html

January

Mon. 12 Maps; S. 4 Steven Alan Samson, "Introduction to Political Economy" http://works.bepress.com/cgi/viewcontent.cgi?article=1013&context=steven_samson
Broken Window: http://en.wikipedia.org/wiki/Broken_window_fallacy Illustration: <http://righttcreate.blogspot.com/2006/03/broken-windows-broken-patents.html>
Sumner: <http://www.blupete.com/Literature/Essays/Best/SumnerForgotten.htm>
Peter Hitchens: <http://www.dailymail.co.uk/news/worldnews/article-1063198/PETER-HITCHENS-How-China-created-new-slave-empire-Africa.html>
Collateral: <http://www.lewrockwell.com/orig/tcarney3.html>

Wed. 14 S. 5: Francis Lieber, "Anglican and Gallican Liberty;" Goh Keng Swee <http://stars.nhb.gov.sg/stars/public/viewPDF.jsp?pdfno=PressR19721113b.pdf>

Fri. 16 S. 6; P. T. Bauer, "Western Guilt and Third World Poverty" (handout); Sara Yoheved Rigler, "The Revolutionary Revelation" http://www.aish.com/shavuothemes/shavuothemesdefault/The_Revolutionary_Revelation.asp

Mon. 19 S. 7; David Chilton, "The Basis for Economic Growth" (handout); Erik von Kuehnelt-Leddihn, "The Roots of Anti-Capitalism" <http://www.thefreemanonline.org/featured/the-roots-of-quotanticapitalismquot/>
Collateral: Hyperinflation in Zimbabwe http://news.yahoo.com/s/afp/20090116/ts_afp/zimbabwecurrency_20090116125326
Steven Alan Samson: http://digitalcommons.liberty.edu/gov_fac_pubs/8/

Wed. 21 James V. Schall, "'The Single Divine Plan': Thinking About Poverty;" William Easterly, "Planners versus Searchers" (handout); Matthew Parris, "As an Atheist, I Truly Believe Africa Needs God" http://www.ignatiusinsight.com/features2008/schall_benxvipoverty_dec08.asp
http://www.timesonline.co.uk/tol/comment/columnists/matthew_parris/article5400568.ece
Collateral: Benedict XVI, "Fighting Poverty to Build Peace" http://www.vatican.va/holy_father/benedict_xvi/messages/peace/documents/hf_ben-xvi_mes_20081208_xlii-world-day-peace_en.html

Fri 23 S. 8-10; L. 1; Ricardo Hausmann, "Prisoners of Geography" http://ksghome.harvard.edu/~rhausma/editorial/fp01_prisoners_geog.htm

Mon. 26 L. 1; Corruption Index and Human Development Index http://www.transparency.org/policy_research/surveys_indices/cpi/2008

http://hdr.undp.org/en/media/HDR_20072008_Table_1.pdf

Collateral: Rosett Report on the United Nations, Sudan, North Korea:

<http://pajamasmedia.com/claudiarosett/why-is-sudan-celebrating-at-the-un-with-lobster-shrimp-and-ice-sculptures/?print=1>

Wed. 28 L. 2; **FIRST TEST:** Bastiat, Mises, Raico, Ratzinger, Samson, Lieber, Bauer, Chilton, Schall, Hausmann, L. 1

Fri. 30 L. 3-4; Zhao Xiao

http://www.pbs.org/frontlineworld/stories/china_705/interview/xiao.html

February

Mon. 2 S. 12; George B. N. Ayittey, "Introduction" to *Africa in Chaos* (handout); Spengler, "The Failed Muslim States to Come"

http://www.atimes.com/atimes/Middle_East/JL16Ak02.html

Wed. 4 K. 1; S. 11; Walter Williams, "There Is No Santa Claus"

<http://www.gmu.edu/departments/economics/wew/articles/09/ThereIsNoSanta.htm>

Fri. 6 L. 4-5 (focus on pp. 60-72); James Kurth, "The Decline and Fall of Almost Everything" [http://www.foreignaffairs.org/19930301fareviewessay5183/james-](http://www.foreignaffairs.org/19930301fareviewessay5183/james-kurth/the-decline-and-fall-of-almost-everything.html)

[kurth/the-decline-and-fall-of-almost-everything.html](http://www.foreignaffairs.org/19930301fareviewessay5183/james-kurth/the-decline-and-fall-of-almost-everything.html)

Mon. 9 L. 6-7 (focus on pp. 99-109); Lawrence Harrison, "Promoting Progressive Cultural Change" (Handout)

Wed. 11 L. 8 (focus on pp. 113-22), L. 9; **Collateral:** Simon Romero

<http://www.iht.com/bin/printfriendly.php?id=20023131>

Fri. 13 L. 10-11 (focus on pp. 150-64); **SECOND TEST:** K. 1; L. 2-6; Zhao; Ayittey; short answer readings

Mon. 16 L. 12; John Mabray (Blackboard); Mark Sanford video

<http://www.americanthinker.com/printpage/?url=http://www.americanthinker.com/blog/2009/02/governor-mark-sanford-on-the-s.html>

Wed. 18 L. 13 (focus on pp. 186-95); Helen Nyambura-Mwaura

<http://sg.news.yahoo.com/rtrs/20090208/twl-oukwd-uk-kenya-corruption-bd5ae06.html?printer=1>

Fri. 20 L. 14 (focus on pp. 200-10), L. 15 (focus on pp. 213-23)

Mon. 23 L. 15-16 (focus on pp. 231-47); **THIRD TEST:** L. 7-12

Wed. 25 L. 17 (focus on pp. 256-70, 273-75), L. 18 (focus on pp. 276-85); Ed Kaitz

http://www.americanthinker.com/2008/03/obamas_anger.html

Fri. 27 L. 18-19; Augusto Zimmermann (Blackboard); Paul Rahe (Blackboard):

Collateral: Daniel Henninger, "A Radical Presidency"

<http://online.wsj.com/article/SB123561433557778201.html>

MAP TEST

March

Mon. 2 L. 20 (focus on pp. 310-28); S. 13; Hernando de Soto, "Citadels of Dead Capital" (handout)

Collateral: PBS interview of Hernando de Soto on "The Commanding Heights":

http://www.pbs.org/wgbh/commandingheights/shared/minitextlo/int_hernandodesoto.html

Wed. 4 **Collateral:** Jonathan Foreman, "On the Trail of

Slumdog" <http://www.standpointmag.co.uk/node/890/full>

Fri. 6 CATCH-UP

Mon. 9 SPRING BREAK

Wed. 11 SPRING BREAK

Fri. 13 SPRING BREAK

Mon. 16 **FOURTH TEST:** L. 13-19, Harrison, Nyambura-Mwaura, Mabray, Kaitz, Zimmermann, Rahe

Wed. 18 Lawrence Harrison, "Disaggregating 'Culture'" (handout); Global Competitiveness Index 2008-2009 <http://www.weforum.org/pdf/gcr/2008/rankings.pdf>

Inglehart-Welzel Cultural Map of the World <http://www.worldvaluessurvey.com/>

The Unknown Afghanistan

<http://www.tomdispatch.com/p/tdvideo/chatterjee031809>

Collateral: Roger Scruton, "Islam and the West: Lines of Demarcation"

<http://www.brusselsjournal.com/node/3826>

- Fri. 20 R. Introduction; **Collateral**: Rashid Interview
<http://www.charlieroose.com/view/interview/9135>
- Mon. 23 R. Introduction; Rashid Interview:
<http://www.npr.org/templates/story/story.php?storyId=6915536>
- Wed. 25 R. 1-2; Phyllis Chesler interviews Nonie Darwish
<http://pajamasmedia.com/phyllischesler/2009/01/07/the-non-muslim-world-must-have-no-illusions/>

- Fri. 27 R. 3-4
- Mon. 30 R. 5-6; **Collateral**: Desmond Lachman
<http://www.washingtonpost.com/wp-dyn/content/article/2009/03/25/AR2009032502226.html>

April

- Wed. 1 R. 8, 10;
- Fri. 3 R. 11, 14; **FIFTH TEST**: De Soto; R. Introduction-6
- Mon. 6 R. 15-16; Walter Williams
http://townhall.com/columnists/WalterEWilliams/2009/04/01/our_problem_is_immorality
- Wed. 8 ASSESSMENT DAY
- Fri. 10 June Arunga: "The Devil's Footpath," Part I (DVD); **Collateral**: Howard Husock
<http://www.city-journal.org/mobile/story.php?s=3650>
- Mon. 13 EASTER
- Wed. 15 "The Devil's Footpath," Part II (DVD); S. 14; **Collateral**: Chris
<http://www.islam-watch.org/Library/LOST-IN-SACRED-Why-Muslim-World-Stood-Still.htm>
- Fri. 17 S. 15; W. Preface, 1; Spengler
http://www.atimes.com/atimes/Front_Page/KD18Aa01.html
- Mon. 20 W. 2; **SIXTH TEST**: R. 8-16, Harrison, Darwish, Williams, Arunga
- Wed. 22 W. 3; Phyllis Chesler; PANELS
<http://pajamasmedia.com/phyllischesler/2009/04/16/afghan-women-demonstrate-in-kabul-dangerous-times-heroic-women/>
<http://pajamasmedia.com/phyllischesler/2009/04/14/children-of-the-taliban-teenage-somali-pirates-must-we-save-them-all/>
- Fri. 24 W. 4; Alvaro Vergas Llosa; PANELS
http://www.realclearpolitics.com/printpage?url=http://www.realclearpolitics.com/articles/2009/04/22/the_idiots_bible_96100.html
- Mon. 27 W. 8; PANELS; **Collateral**: Mary Anastasia O'Grady, "The Idiot's Bible"
<http://www.freerepublic.com/focus/f-news/2238465/posts>
 Claus Vistesén, "Economic Growth and the Demographic Dividend in Chile"
<http://demographymatters.blogspot.com/2008/09/economic-growth-and-demographic.html>
- Wed. 29 PANELS; **Collateral**: Judy Shelton, "The IMF's Gold Gambit"
<http://online.wsj.com/article/SB124078772568857401.html>
 Frederic Bastiat, *The Law* (through "Law and Morality")
www.jim.com/bastiat.htm
 From **A Man for All Seasons** by Robert Bolt:
Roper: *So now you'd give the Devil benefit of law!*
[Sir Thomas] More: *Yes. What would you do? Cut a great road through the law to get after the Devil?*
Roper: *Yes, I'd cut down every law in England to do that!*
More: *Oh? And when the last law was down, and the Devil turned 'round on you, where would you hide, Roper, the laws all being flat? This country is planted thick with laws, from coast to coast, Man's laws, not God's! And if you cut them down (and you're just the man to do it!), do you really think you could stand upright in the winds that would blow then? Yes, I'd give the Devil benefit of law, for my own safety's sake."*

May

- Mon. 4 10:30-12:30 **SEVENTH TEST**: W. Preface-4, 8, **Optional** Comprehensive Final Exam

XI. Bibliography

See separate file on Blackboard.