Spring 2009

Political and Economic Development

Steven Alan Samson
Liberty University, ssamson@liberty.edu

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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]

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

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/io/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
taxm 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.

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 \textit{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.

\textbf{Preliminary Reading}

S. 1: Frederic Bastiat, "What Is Seen, and What Is Unseen" (read up through "The Broken Window"): \url{http://bastiat.org/en/twisatwins.html}
S. 2: Ludwig von Mises. "Liberty and Its Antithesis" \url{http://www.mises.org/efandi/ch35.asp}
\url{http://www.acton.org/publications/occasionalpapers/publicat_occasionalpapers_ratzinger.php?view=print}
\textbf{Collateral:} Spengler, “Benedict XVI Is Magnificently Right” \url{http://www.atimes.com/atimes/Global_Economy/JL09Dj02.html}

\textbf{January}

Mon. 12 Maps; S. 4 Steven Alan Samson, “Introduction to Political Economy” \url{http://works.bepress.com/cgi/viewcontent.cgi?article=1013&context=steven_samson}
Broken Window: \url{http://en.wikipedia.org/wiki/Broken_window_fallacy} Illustration: \url{http://righttocreate.blogspot.com/2006/03/broken-windows-broken-patents.html}
Summer: \url{http://www.blupete.com/Literature/Essays/Best/SumnerForgotten.html}
Peter Hitchens: \url{http://www.dailymail.co.uk/news/worldnews/article-1063198/}
\textbf{PETER-HITCHENS-How-China-created-new-slave-empire-Africa.html}


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

Mon. 19 S. 7; David Chilton, “The Basis for Economic Growth” (handout); Erik von Kuehnelt-Leddihn, “The Roots of Anti-Capitalism” \url{http://www.thefreemanonline.org/featured/the-roots-of-quotanticapitalismquot/}
\textbf{Collateral:} Hyperinflation in Zimbabwe \url{http://news.yahoo.com/s/afp/20090116/ts_afp/zimbabweeconomycurrency_20090116125326}
Steven Alan Samson: \url{http://digitalcommons.liberty.edu/gov_fac_pubs/8/}


\textbf{Collateral:}  Benedict XVI, “Fighting Poverty to Build Peace” \url{http://www.vatican.va/holy_father/benedict_xvi/messages/peace/documents/hf_ben-
xvi_mes_20081208_xiii-world-day-peace_en.html}

Fri 23 S. 8-10; L. 1; Ricardo Hausmann, “Prisoners of Geography” \url{http://ksghome.harvard.edu/~rhausma/editorial/fp01_prisoners_geog.htm}

Mon. 26 L. 1; Corruption Index and Human Development Index \url{http://www.transparency.org/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

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/weu/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-
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
vernor_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-oukwu-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_angr.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
Inglehart-Welzel Cultural Map of the World http://www.worldvaluessurvey.com/
The Unknown Afghanistan
http://www.tomdispatch.com/p/tvideo/chatterjee031809
Collateral: Roger Scruton, “Islam and the West: Lines of Demarcation”
http://www.brusselsjournal.com/node/3826
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<tr>
<td>Fri. 20</td>
<td>R. Introduction; <strong>Collateral</strong>: Rashid Interview</td>
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<td><a href="http://www.charlierose.com/view/interview/9135">http://www.charlierose.com/view/interview/9135</a></td>
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<td>Fri. 27</td>
<td>R. 3-4</td>
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<td>April</td>
<td>Wed. 1</td>
<td>R. 8, 10;</td>
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<td>Fri. 3</td>
<td>R. 11, 14; <strong>FIFTH TEST</strong>: De Soto; R. Introduction-6</td>
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<td>Mon. 6</td>
<td>R. 15-16; Walter Williams</td>
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<td><a href="http://townhall.com/columnists/WalterEWilliams/2009/04/01/our_problem_is_immorality">http://townhall.com/columnists/WalterEWilliams/2009/04/01/our_problem_is_immorality</a></td>
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<td>Fri. 10</td>
<td>EASTER</td>
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<td>Wed. 13</td>
<td>“The Devil’s Footpath,” Part II (DVD); S. 14; <strong>Collateral</strong>: Chris</td>
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<td><a href="http://www.islam-watch.org/Library/LOST-IN-SACRED-Why-Muslim-World-Stood-Still.htm">http://www.islam-watch.org/Library/LOST-IN-SACRED-Why-Muslim-World-Stood-Still.htm</a></td>
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<td>Fri. 17</td>
<td>S. 15; W. Preface, 1; Spengler</td>
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<td><a href="http://www.atimes.com/atimes/Front_Page/KD18Aa01.html">http://www.atimes.com/atimes/Front_Page/KD18Aa01.html</a></td>
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<td>Mon. 20</td>
<td>W. 2; <strong>SIXTH TEST</strong>: R. 8-16, Harrison, Darwish, Williams, Arunga</td>
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<td>Wed. 29</td>
<td>PANELS; <strong>Collateral</strong>: Judy Shelton, “The IMF’s Gold Gambit”</td>
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<td><a href="http://online.wsj.com/article/SB124078772568857401.html">http://online.wsj.com/article/SB124078772568857401.html</a> <a href="http://www.jim.com/bastiat.htm">http://www.jim.com/bastiat.htm</a> From <strong>A Man for All Seasons</strong> by Robert Bolt: <strong>Roper</strong>: So now you’d give the Devil benefit of law! <strong>[Sir Thomas] More</strong>: Yes. What would you do? Cut a great road through the law to get after the Devil? <strong>Roper</strong>: Yes, I’d cut down every law in England to do that! <strong>More</strong>: 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.”</td>
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<td>May</td>
<td>Mon. 4</td>
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<td><strong>SEVENTH TEST</strong>: W. Preface-4, 8, Optional Comprehensive Final Exam</td>
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<td><strong>Bibliography</strong></td>
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