International Relations 217: How Countries Become Rich
University of Rochester
Monday and Wednesday, 11:50 AM to 1:05 PM
Dewey 2110E

Instructor: Adam Cohon
Phone: 585-275-5466
Email: acohon@ur.rochester
Office: Harkness 307
Office hours: Tuesday 9:30am-11:30am, or by email appointment

Why are some countries rich and well-developed while other countries remain underdeveloped and poor? What role do political institutions, both domestic and outward-oriented, play in economic development? In this course we examine classic and contemporary answers to these questions, and consider evidence for competing explanations. We start with Adam Smith, and move through theories of dependency, import substitution, and export-based development. We conclude with contemporary theories on the connection between economic development and political institutions. We explore national economies from all continents, with special emphasis on countries outside the North Atlantic that have grown and developed, to varying extents, since World War II. (This course was formerly titled "States and Markets.")

Course Materials:

All course materials will be posted onto Blackboard, or available through the University of Rochester library website. Lecture slides will available on Blackboard before the start of each class.


Course Requirements:

Students are expected to attend class regularly, do the assigned reading, complete all assignments, and participate in class discussions and activities. The assignments comprise three five page papers (summing to 60%) due on October 8 (at the beginning of class), November 19 (at the beginning of class), and on December 17th (in my faculty mailbox or my office by 4 PM), one economic report, to be done in collaboration with another student (10%), and in-class participation in discussions and assignments (30%). The participation grade will also include three impromptu assessments throughout the term.

Prompts for all written assignments will be distributed at least two weeks before the due date.

Flexibility policy:
Students are free to set the grading weight placed on their three papers at any point between five and fifty percent, so that the three weights sum to 60 percent. Cards will be distributed in class on September 10th, and cannot be changed after that date.

**Grading scale:**

- 93 to 100% - A
- 90 to 92.99% - A-
- 87 to 89.99% - B+
- 84 to 86.99% - B
- 80 to 83.99% - B-
- 77 to 79.99% - C+
- 74 to 76.99% - C
- 70 to 73.99% - C-
- Below 69.99% - failing

*All students will receive an extra 2% on their grade if at least 95% of students in the class complete online course evaluations.*

Late assignments will be deducted three points for each 24-hour period or fraction thereof that they are late.

**Re-grades:**

Students should feel free to contact me about re-grades due to arithmetic errors. If students feel that grades were incorrectly given, they can re-submit the assignment to me with a memorandum of at least 200 words explaining why they thought they deserve a different grade. Requests for re-grades should be made within 72 hours after the results have been passed back. I reserve the right on re-grades to lower, raise, or maintain any grade.

**Written work standards:**

All written work should be written in Times New Roman font, size 12, double-spaced, with 1" margins on all sides of the paper. Citations are mandatory, in either Chicago or MLA style. The bibliography at the end does not contribute to the page count.

The rubric for grading all essays is found below.

**Studying and collaboration:**

You are welcome to study and discuss paper drafts with classmates. Doing so is a valuable skill and means of feedback. Please send me clarification questions when you have them. I reserve the right not to answer any inquiries seeking feedback on potential grades or the value of arguments.

All final work *must* be your own product.

**Accommodations:**

If you need accommodations, please coordinate these with the Center for Excellence in Teaching and Learning well in advance of deadlines. Their information and policies can be found at [http://www.rochester.edu/college/cetl/undergraduate/index.html](http://www.rochester.edu/college/cetl/undergraduate/index.html)

*I cannot make these arrangements for you; you must contact CETL (formerly LAS) yourself.*
There will be no make-ups for students who miss assignment deadlines. If you cannot make deadlines, for prior reasons only, please let me know at least 48 hours in advance, and we can make alternative arrangements. I will ask you for verifiable evidence of any emergency.

**Academic Honesty:**

Conduct in class, during assignments and examinations, and in writing coursework should conform to the University's policies on academic honesty. The policy can be found at http://www.rochester.edu/college/honesty

Be sure to cite all your sources. When in doubt, add a footnote or endnote. In-text citations are acceptable. All country reports and independent papers should contain a bibliography at the end. Wikipedia is not considered a reliable source of information for this class, and should never be cited as an authority.

Use *Writing with Sources*. Throughout the semester, we’ll discuss more on proper citation and writing.

Any instance of plagiarism will result in zero credit for the assignment and referral of the student(s) involved to the College Board on Academic Honesty.

**Course Outline**

Two asterisks (**) signify a discussion section. Students should come to class prepared to discuss all readings assigned prior to and on that date.

I reserve the right to drop or replace readings to better direct learning and sharpen the focus of the course. All readings are required unless otherwise indicated.

**Part 1: Classical Theories on Political Economy**

**September 3 - Introduction to the Course**

Smith, Adam. 1776. *An Inquiry into the Origins and Causes of the Wealth of Nations* [excerpts]

**September 8**


**September 10**


**September 15**


**September 17**


**Part 2: Why the West Industrialized First**

**September 22**


**September 24**


**September 29**


**October 1**


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**Part 3: The Mid-Century Developmental State, Its Rise, and Its Crisis**

**October 6**


**October 8**

**FIRST PAPER DUE IN PAPER FORMAT AT THE BEGINNING OF CLASS.**


**October 13 – No class**

**October 15**


**October 20**


Part 4: Structural Reform, The Washington Consensus, the Transition to the “Thin” State

**October 22**


**October 27**


**October 29**


**November 3**


Part 5: East Asian “Tigers”

**November 5**


**November 10**


**November 12**

**Part 6: Currency and Financial Crises**

**November 17**


**November 19**

Second paper due in paper format, at BEGINNING OF CLASS.


**November 24**


**November 26 – No class (Thanksgiving break starts at noon)**

**December 1**


**Part 7: China**

**December 3**


**December 8**


**December 10 – Final Discussion**


**FINAL PAPER DUE WEDNESDAY, DECEMBER 17TH BY 4 PM TO MY OFFICE OR FACULTY MAILBOX, THIRD FLOOR OF HARKNESS HALL.**
# Grading Rubric for Written Work

<table>
<thead>
<tr>
<th></th>
<th>A (Above Standards)</th>
<th>B (Meets Standards)</th>
<th>C (Approaching Standards)</th>
<th>D (Below Standards)</th>
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<tbody>
<tr>
<td>Completeness</td>
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<td>(25 points)</td>
<td>100%</td>
<td>90%</td>
<td>80%</td>
<td>70%</td>
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<td>All parts of the assignment are addressed</td>
<td>A minor part of the assignment is unaddressed or it is unclear how the author is addressing it.</td>
<td>A major part of the assignment is unaddressed or it is unclear how the author is addressing it.</td>
<td>Two or more major parts of the assignment are unaddressed or it is unclear how the author is addressing them.</td>
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<td>Clarity</td>
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<td>(25 points)</td>
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<td>Ideas are provided in a logical and organized order that makes it easy to follow the author’s argument and thoughts. The author provides guidance to readers. Grammatical and spelling errors are minimal.</td>
<td>Ideas are provided in a fairly logical order that makes it not too hard for readers to follow the argument. Grammatical and spelling errors occur.</td>
<td>Ideas are not presented in an organized or logical order, making the argument difficult to follow. Grammatical and spelling errors occur.</td>
<td>Many ideas are not in an expected or logical order, making the essay confusing. Grammatical and spelling errors are frequent.</td>
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<td>Support</td>
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<td>Every point in the argument is supported with valid inferences from evidence or logic.</td>
<td>Minor points are unsupported or supported with invalid or tendentious inferences from evidence or logic.</td>
<td>At least one major point is unsupported or supported with invalid or tendentious inferences from evidence or logic.</td>
<td>Many major points are unsupported or supported with invalid or tendentious inferences from evidence or logic.</td>
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<td>Research</td>
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<td>More than five sources, of which at least three are peer-reviewed journal articles or scholarly books, are used. Sources include both general background sources and specialized sources. Politicized or popular sources are acknowledged as such when used.</td>
<td>Five sources, of which at least two are peer-reviewed journal articles or scholarly books, are used. Politicized or popular sources are mostly acknowledged as such when used.</td>
<td>Five sources, of which at least two are peer-reviewed journal articles or scholarly books, are used. Politicized or popular sources are used without acknowledgement.</td>
<td>Fewer than five sources are used, or fewer than two of the minimum five sources used are peer-reviewed journal articles or scholarly books.</td>
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<td>Source Documentation</td>
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<td>(10 points)</td>
<td>Correct attributions are provided for all quotations, esoteric facts, and original research.</td>
<td>Correct attributions are not provided for quotations, non-trivial facts, and original research.</td>
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