



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

**PADM-GP 2214**

**Constructing National Development Strategies**

**Spring 2019**

Wed 4:55-6:35PM

Meyer Hall, 4 Washington Place, Room 261

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Office Hours: by appointment

**Prerequisites:**

There are no prerequisites, but students will not feel prepared unless they have taken Wagner's core courses and some of the core international courses, including "Institutions, Governance and International Development", "Politics of International Development" and "International Economic Development".

**Course Description:**

This course examines the challenges of national development, as faced by heads of state and other high-level government officials. We define national development as the lockstep improvement in (i) economic performance, (ii) political representation, (iii) public sector's administrative capacity, and (iv) respect for minority rights.

The course is comprised of three modules. The first module starts with a discussion of the differences between national development and poverty alleviation. This discussion is followed by an examination of the different components of economic growth, how they can be activated, and how the proceeds are shared throughout society.

The second module discusses six sets of readings that present leading-edge analysis on some of the main themes covered during the first module. Each of these sessions examines one important topic – e.g. state capacity, industrial policy, affordable housing, rule of law, etc. – and is rooted in the experience of one country or region – e.g. China, India, Brazil, Bangladesh, and the US. Finally, during the third module students present and discuss their own papers or research proposals.

## **Learning Objectives**

By the end of the course students will:

1. Understand the concept of national development and how it relates to other views that guide domestic policy and foreign assistance around the world;
2. Identify the different dimensions of a development model, and have a comprehensive yet grounded view on how these dimensions relate to each other;
3. Acquire fluency in multiple aspects of the development challenge, and be able to articulate a diagnostic and/or a vision of national development for a country of their choice;

## **Required Readings**

The course is anchored on the assigned readings, which are listed further below. It is imperative that students read (and reflect on) the assigned texts before each class.

## **NYU Classes**

All announcements and most resources are available through NYU Classes. The remaining books are available in digital form (e.g. pdf) directly from NYU's library website.

## **Academic Integrity**

Academic integrity is a vital component of Wagner and NYU. Each student is required to sign and abide by [Wagner's Academic Code](#). Plagiarism of any form will not be tolerated since you have all signed an Academic Oath and are bound by the academic code of the school. Every student is expected to maintain academic integrity and is expected to report violations to me. If you are unsure about what is expected of you, *ask*.

## **Henry and Lucy Moses Center for Students with Disabilities at NYU**

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website at [www.nyu.edu/csd](http://www.nyu.edu/csd) and click on the Reasonable Accommodations and How to Register tab or call or e-mail CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU's [Policy on Religious Holidays](#)

University policy states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Students do not need to ask the instructor for permission, but they may choose to notify faculty in advance of such an absence. Whenever feasible, exams and assignment due dates will not be scheduled on religious holidays.

## Student Resources

Wagner tutors are available to help students with their writing skills. Please see details on <https://wagner.nyu.edu/portal/students/academics/advisement/writing-center>.

## Class Policies

Extensions will be granted only in case of emergency. This policy is adopted out of respect to those who have abided by deadlines, despite equally hectic schedules. Papers handed in late without extensions will be penalized 0.25 points per day.

## Assignments and Evaluation

Grades will be based on participation (20%), a response paper (20%), a midterm (20%) and a final paper (40%).

Class participation (20% of total grade) reflects the quality of engagement in classroom discussions over the entire course. All students benefit from high levels of participation, so you are expected to read assigned texts prior to class, attend class, and contribute to the discussion.

The response paper (20%) consists of a concise reflection in which students engage with the readings and classroom discussion conducted during class 2 (Mobilizing Labor), class 3 (Mobilizing Capital), or class 4 (Dividing the Spoils). To be clear, each student will write only ONE response paper during the course, and it can pertain to the material discussed during class 2, 3 or 4. The response should be about two pages long (double spaced) and submitted at the beginning of the subsequent class.

The midterm (20%) consists of a draft paper or draft research proposal that states your research question, possible sources of data, and proposed method of analysis. This assignment can be written individually, in pairs, or trios. Students form their own groups, but everyone in a group receives the same grade. The assignment should have around 5 (double-spaced) pages total. Please submit it as an attachment to [salo\\_a329@sendtodropbox.com](mailto:salo_a329@sendtodropbox.com)

The final assignment (40%) consists of a research paper or fully-developed research proposal on a topic of the student's choice and that connects directly to themes discussed in class. This assignment can be written individually, in pairs, or trios. Students form their own groups, but everyone in a group receives the same grade. The assignment should have between 10 and 15

(double-spaced) pages, including title, bibliography and footnotes. Please submit it as an attachment to [salo\\_a329@sendtodropbox.com](mailto:salo_a329@sendtodropbox.com).

All assignments should be written in Times New Roman size 12, double spaced lines, and one inch margins all around. Please include your name, mailbox # (if available) and page numbers. Adherence to these guidelines demonstrates professionalism and will affect your grade.

### **Learning Assessment Table**

<u>Graded Assignment</u>	<u>Course Objective Covered</u>
Participation	All
Response paper	1 and 2
Midterm	3
Final Assignment	3

### **Grading Scale and Rubric**

Students will receive grades according to the following scale:

(A) Excellent: Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Numeric value=4.0 points.

(A-) Very good: Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards. Numeric value=3.7 points.

(B+) Good: Work is well-reasoned and thorough, methodologically sound. This grade indicates the student has fully accomplished the basic objectives of the course. Numeric value=3.3 points.

(B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Meets key course objectives but evidence suggests that understanding of some important issues is less than complete. Numeric value=3.0 points.

(B-) Borderline: Meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Numeric value=2.7 points.

(C/-/+ ) Deficient: Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students. Numeric value = 2.3; 2.0; 1.7 points.

(F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive. Numeric value = 0.0 points.

## Course Overview

### First Module

1	Jan 30	Poverty Alleviation or National Development?
2	Feb 6	Mobilizing labor
3	Feb 13	Mobilizing capital – <b>Group 1 response is due</b>
	<b>Feb 20</b>	<b>NO CLASS</b>
4	Feb 27	Dividing the Spoils - <b>Group 2 response is due</b>
5	Mar 6	Models of National Development - <b>Group 3 response is due</b>

### Second Module

6	Mar 13	National Development in India and China
	<b>Mar 20</b>	<b>Spring Break</b>
7	Mar 27	Affordable Housing in the US
8	Apr 3	Rule of Law in Russia – <b>Midterm is due</b>
9	Apr 10	Health Services in Bangladesh
10	Apr 17	Export Promotion in Latin America
11	Apr 24	Total Factor Productivity in Mexico

### Third Module

12	May 1	Student presentations and discussion
13	May 8	Student presentations and discussion
14	May 15	Last class – wrap-up (make-up session / exam period)
	<b>May 17</b>	<b>Final paper is due</b>

## Detailed Schedule and Readings

### First Module – Introductory Readings (\* indicates a required reading)

#### 1 - Poverty Alleviation or National Development?

\* Richard F. Doner and Ben Ross Schneider (2016) “*The Middle-Income Trap: More Politics than Economics*”. World Politics (68)4: 608-644

\* Lant Pritchett (2017) “*The Perils of Partial Attribution: Let’s All Play for Team Development*” Center for Global Development.

For a deeper discussion of the argument, see Lant Pritchett (2018) “*Alleviating Global Poverty: Labor Mobility, Direct Assistance, and Economic Growth*” Center for Global Development

#### 2 – Mobilizing labor

\* Margaret McMillan, Dani Rodrik and Inigo Verduzco-Gallo (2014) “Globalization, Structural Change, and Productivity Growth, with an Update on Africa” World Development 63:11-32

\* Mingwei Liu and David Finegold (2017) “Emerging Economic Powers: The Transformation of the Skills Systems in China and India”. The Oxford Handbook of Skills and Training

#### 3 – Mobilizing capital

\* Ross Levine (2013) “In Defense of Wall Street: The Social Productivity of the Financial System”. Chapter 13 in The Role of Central Banks in Financial Stability: How Has It Changed?

Suzanne Berger (2014) “How finance gutted manufacturing”, Boston Review [see also responses by several leading scholars, available online]

Luigi Zingales (2015) “Does Finance Benefit Society?” Presidential Address, American Finance Association

#### 4 – Dividing the Spoils

\* Susan Holmberg (2017) “Fighting Short-Termism with Worker Power”. Roosevelt Institute

\* Elizabeth Warren (2018) “Accountable Capitalism Act” and subsequent public debates

#### 5 - Models of National Development

\* Peter Hall and David Soskice (2001) “An Introduction to Varieties of Capitalism”. Chapter 1 in Hall PA, Soskice D. (editors) Varieties of Capitalism: The Institutional Foundations of Comparative Advantage. Oxford University Press.

## **Second Module – Books for discussion**

### 6 - National Development in China and India

\* Pranab Bardhan (2010) “Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India”. Princeton University Press

### 7 – Affordable Housing in the US (in historical perspective)

\* Robert Fogelson (2013), “Great Rent Wars: New York 1917-1929.” Yale University Press

### 8 - Rule of law in Russia

\* Kathryn Hendley (2017) “Everyday Law in Russia” Cornell University Press

### 9 - Health services in Bangladesh

\* A. Mushtaque, R. Chowdhury and R. Cash (1996) “A Simple Solution: Teaching Millions to Treat Diarrhoea at Home”. The University Press. Bangladesh

### 10 – Export Promotion in Latin America

\* Charles Sabel (2012) “Self-Discovery as a Coordination Problem”, chapter 1 in Export Pioneers in Latin America, Inter-American Development Bank

\* Students should also read one of the country chapters of your choice

### 11 – Total Factor Productivity in Mexico

\* Santiago Levy (2018) “Under-Rewarded Efforts: the Elusive Quest for Prosperity in Mexico”. Inter-American Development Bank