

PSCI4710/8716 – ENTR4710
Comparative International Development and Innovation
Summer 2019 (Online)

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COURSE DESCRIPTION AND OBJECTIVES

Comparative International Development and Innovation will analyze the rise and fall of civilizations from a historical and theoretical perspective in a comparative manner. The course will address issues concerning political, social, economic, and environmental change in national, and international contexts. Among its major emphases are growth, entrepreneurship, and the transformation of social structure and culture. The course will survey the Asian, Middle Eastern, and European experience of development and underdevelopment. It will specifically look at why certain regions experienced high levels of development at certain points in time, but failed to sustain this growth. In completing this course, students will learn about various mechanisms that contribute to long-run development including but not limited to institutions (political, legal, economic, religious, etc), natural endowment and geography, entrepreneurship and innovation, violence, warfare, human capital, and culture. Furthermore, they will gain skills of global competency by developing a) an ability to compare and contrast cultural similarities analytically without being judgmental; b) the capacity to improve their personal identities in interaction and respect for a multicultural perspective; and c) a capacity to operate effectively in multicultural and intercultural situations.

COURSE REQUIREMENTS

Required Readings:

Frederick Starr, [*Lost Enlightenment: Central Asia's Golden Age from the Arab Conquest to Tamerlane*](#) (Princeton, 2013).

Joel Mokyr, [*A Culture of Growth: The Origins of the Modern Economy*](#) (Princeton, 2017).

Jared Rubin, [*Rulers, Religion, and Riches: Why the West Got Rich and the Middle East Did Not*](#) (Cambridge, 2017).

Daron Acemoglu and James A. Robinson, [*Why Nations Fail: The Origin of Power, Prosperity, and Poverty*](#) (Crown, 2012).

Exams will cover the textbook, lectures, and instructor-provided online materials.

Make-Up Exams and Incompletes

I will not allow make-ups without an official documented excuse regarding medical or family emergencies. Please keep in mind that late assignments will be downgraded. An incomplete will only be given in exceptional circumstances (a documented circumstance beyond the student's control). Students will only be given an incomplete if they have been doing passing work during the semester.

Code of Conduct

All students need to acquaint themselves with what constitutes academic dishonesty and the consequences thereof. See the general university policies for further information: <https://www.unomaha.edu/college-of-education/student-services/resources/academic-policies-procedures.php>

Fairness and Disability Statement

The instructor of this course is committed to support the learning of all students, irrespective of gender, race, age, religion, handicapping condition, or sexual preference. Students should be able to expect that their learning environments are free from any form of prejudice. Disparaging comments aimed stereotypically at any group and any questioning of the seriousness of purpose or academic commitment of students based upon group characteristics may undermine our educational mission. If such behavior occurs in class, students should first talk with the instructor. Identify specific examples of behavior by the instructor or by other students that the student finds offensive or disparaging. If the student is not satisfied with the resolution of the complaint, the student is encouraged to consult with the Department Chair and to seek the Chair's assistance in improving the classroom environment.

Students requiring special consideration must contact and work through the Office of Services for Students with Disabilities in EAB 117 (554-2872). This office then notifies the instructor in writing of the accommodations the student needs in compliance with 504/ADA.

Course Website

Since this is an online course, it is very important that you familiarize yourself with the Canvas features. All the course materials, the course syllabus, some of the course readings, lecture notes, and assignments will be available on this website. I may intermittently send course-related e-mails to you via this site. Therefore, you need to make sure that your university email is up and running and that you understand how to use your Canvas account.

Grading

Your final grade will be based on the following criteria.

1. Introductory Power Point (2 %)

This is an online course and we will not have face to face contacts throughout the semester. However, the course requires engaged discussions. For this reason, we will have discussions throughout the course period. To make the discussions more engaging, it is important to know more about the discussants. For this reason, I require all of the students to prepare a short Power Point presentation that introduces them. This 5-6 slide presentation should include a picture of yourself, your aim in taking this course and other important information that you want to share about yourself with your classmates. The kind of information that you share is up to you but it may include your major, nationality, hobbies, etc. Introductory Power Power is due on **May 17** and it will worth 2 percent of your final grade.

2. Discussion Posts (3 % each, 24 % total)

The relevancy of this course will become most apparent if you keep up with current events and relate those events to the concepts and theories that we cover in our course. Starting the second week of the classes, we will have weekly discussions throughout the course period. We will skip some weeks and there will be a total of 8 discussions. You are expected to productively contribute to discussions. The discussion will take place on the course web site's discussion forum. You are expected to productively contribute to classroom discussions. The discussion will take place on the course web site's discussion forum. Every Monday, at the latest, the instructor will post a discussion question based on the course readings. The students are required to post a response to the discussion question. Your response will be around 250-300 words. Your response can challenge an argument, raise a counter-argument, or support an existing argument with further data. However, each post should incorporate materials from the readings and lectures with explicit references. After the discussion posts are submitted, each student is required to respond two of the discussion posts submitted by other students. The response should be around 100

words and should raise a point or a question. To facilitate your class participation, I encourage you to think critically, and as part of that, to think the positive aspects of the lectures and readings, and to develop your own analysis of the subject. Whenever a discussion post is required in a particular week, they will be due on **Tuesdays (May 21, 28, June 4, 11, 25, July 2, 16, 23)** at 11:59 p.m. The two responses are due on **Thursdays (May 23, 30, June 6, 13, 27, July 4, 18, 25)**. The discussion posts and responses will worth 24 percent of your final grade.

3. Quizzes (18 % each, 54 % total)

There will be three quizzes based on the assigned readings and material covered in the class lectures. The quizzes will include a variety of questions that will test your understanding of the course material. The quiz dates are **June 21, July 12, and July 30**. Each quiz will worth 18 % of your final grade.

4. Final Paper (20 %)

The students are expected to read Daron Acemoglu and James Robinson’s *Why Nations Fail: The Origin of Power, Prosperity, and Poverty* and write a discussion paper on the book. In this paper, I will provide you a question, and you will answer the question by using the material in the book. Your paper will also help you contribute to the class discussion in the relevant week. Further details about the assignment will be provided later. Your paper will be 10-12 page long (double spaced), and you should use citations and quotations properly. The discussion paper is due on **Friday, August 9**. This paper will worth 20 percent of your final grade. Graduate students will read an additional book, Joel Mokyr’s *The Lever of Riches: Technological Creativity and Economic Progress*, and write their paper based on two books.

A Summary of Grading Requirements

<u>Course Requirement</u>	<u>Percentage</u>	<u>Due Date</u>
Introductory Power Point	2 %	5/17
10 Discussion Posts	24 %	5/21, 28; 6/4, 11, 25; 7/2, 16, 23
3 Quizzes	54 %	6/21, 7/12, 30
Final Paper	20 %	8/9
TOTAL	100 %	

The entire course is worth 100 points:

A	94-100 points	C	72-76 points
A-	90-93 points	C-	69-71 points
B+	87-89 points	D+	66-68 points
B	83-86 points	D	63-65 points
B-	80-82 points	D-	60-62 points
C+	77-79 points	F	0-59 points

COURSE SCHEDULE AND READINGS

PART I: INTRODUCTION

Week 1 (May 13-19): Introduction

Acemoglu and Robinson, Preface, pp. 1-6.

Assignment: Introductory Power Point Due: Friday, May 17

Week 2 (May 20-26): Theories of Development

Acemoglu and Robinson, Chapters 1-2, pp. 7-69.

Assignment: Discussion Post 1 Due: Tuesday, May 21

Responses Due: Thursday, May 23

PART II: MIDDLE EAST AND CENTRAL ASIA

Week 3 (May 27-June 2): Enlightenment in the Middle East

Starr, Chapter 1, pp. 1-27

Starr, Chapter 4, 5, 6, pp. 101-193

Assignment: Discussion Post 2 Due: Tuesday, May 28

Responses Due: Thursday, May 30

Week 4 (June 3-9): Enlightenment in Central Asia

Starr, Chapters 7, 8, 9, pp. 194-302

Assignment: Discussion Post 3 Due: Tuesday, June 4

Responses Due: Thursday, June 6

Week 5 (June 10-16): The Rise of the Turkic Empires

Starr, Chapters 11, 12, pp. 332-435

Assignment: Discussion Post 4 Due: Tuesday, June 11

Responses Due: Thursday, June 13

Week 6 (June 17-23): The End of Enlightenment in Middle East and Central Asia

Starr, Chapter 13, 14, 15, pp. 436-539

Assignment: Quiz 1 Due: Friday, June 21

PART III: FROM THE MIDDLE EAST TO EUROPE

Week 7 (June 24-June 30): Rule Propagation and Development

Rubin, Chapters 1, 2, 3, pp. 1-72

Assignment: Discussion Post 5 Due: Tuesday, June 25

Responses Due: Thursday, June 27

Week 8 (July 1-7): Critical Junctures in Development

Rubin, Chapters 4, 5, 6, pp. 75-148

Assignment: Discussion Post 6 Due: Tuesday, July 2

Responses Due: Friday, July 5

Week 9 (July 8-14): Success and Stagnation in Development

Rubin, Chapters 7, 8, 9, pp. 149-220

Assignment: Quiz 2 Due: Friday, July 12

PART IV: EUROPE

Week 10 (July 15-21): Cultural Entrepreneurs and Economic Change in Europe, 1500-1700

Mokyr, Chapters 6, 7, 8, pp. 59-116.

Assignment: Discussion Post 7 Due: Tuesday, July 16

Responses Due: Thursday, July 18

Week 11 (July 22-28): Innovation, Competition, and Pluralism in Europe, 1500-1700

Mokyr, Chapters 9, 10, 11, 12, pp. 119-224

Assignment: Discussion Post 8 Due: Tuesday, July 23

Responses Due: Thursday, July 25

Week 12 (July 29-August 4): Prelude to the Enlightenment in Europe

Mokyr, Chapters 13, 14, 15, pp. 227-283

Assignment: Quiz 3 Due: July 30

Week 13 (August 5-9): Conclusions

Mokyr, Chapters 16, 17, pp. 287-338

Assignment: Final Paper Due: Friday, August 9