

POL 3477: Political Economy of Development

University of Minnesota

Summer 2022

Online Instruction Course

Time: T TH 5.30 p.m. – 8 p.m.

Virtual Classroom:

<https://umn.zoom.us/j/94653604923?pwd=bTVsVHdrUkRTc2oveFc2SzB4dGxGZz09>

Passcode: See the course Canvas website.

*Note: This is a **synchronous** instruction course.*

Course Instructor Information:

Ibrahim Oker

Email: oker0030@umn.edu

Virtual Office: <https://umn.zoom.us/j/91951234965>

Virtual Office Hours: Tuesday, 3.30 p.m. – 5 p.m. or by appointment

Course Canvas Website:

This class will mainly be administered through Canvas. Therefore, please check the course Canvas website for assignments, announcements, grades, and other materials.

Course Description

While some countries have achieved unimaginable levels of wealth and well-being, many others continue to struggle with astonishingly high poverty rates and stagnant growth levels. In this course, we will explore these disparities, focusing on the political aspects of development. We will investigate the different "meanings" of development and grapple with the factors fostering (or hampering) development. We will engage with the theories about the relationship between development and colonialism, state power, geography, natural resources, and political regime types (democratic vs. authoritarian regimes). We will also focus on distributive politics and different responses to inequality and poverty. The course will provide empirical evidence from various world regions, with a particular emphasis on Asia, Latin America, and the Middle East. By the end of the course, students will have a better understanding of the competing explanations for disparities of wealth between countries and possible solutions to global inequalities.

Learning Objectives:

Readings and assignments are designed to help you make sense of the complexity of factors propelling development and leading to wide wealth disparities. Upon completing this course, you will learn about 1) competing explanations for the root causes of global inequality, 2) poverty, 3) state responses to poverty and 4) the implications of development for gender inequalities and the environment. You will also be introduced to quantitative measures that pertain to economic development (e.g., gross domestic product, Gini coefficient) and understand how to interpret these measures. Furthermore, you will learn how to use qualitative data and comparisons among countries to evaluate the persuasiveness of different theories of development.

Student Expectations

- *Before* each class meeting, you are expected to do the readings and let the instructor know if you have any questions. Please approach the readings with a skeptical lens and try to advance an argument on why you agree/disagree with each assigned material. This will allow you to actively participate in discussions/group activities during the class meetings. Since this is a smaller class, your participation is important both to facilitate your learning and improve your final grade. Critically engaging with the readings will also prepare you well for assignments and exams.
- Since the summer term only lasts 8 weeks, this course is more fast-paced than semester-long courses. Therefore, please keep up with assignments, activities, and exams on time. On average, you are expected to spend 10-12 hours a week on this course.
- Please treat your fellows and the instructor with respect.
- Communicate with the instructor about any issues that might be affecting your learning in this course. I understand that these are difficult times and life does not treat us equally. Hence, I am willing to be accommodating if you communicate with me.
- For this course, *at minimum*, you will need access to the internet, and a computer or tablet with a keyboard. Please contact the instructor if you are having technical issues.

Instructor Communication:

To ask any questions related to the class materials, assignments, and exams feel free to send me an email (oker0030@umn.edu). I will respond to your inquiries within 24 hours. If you need to discuss anything in greater detail, feel free to speak with me during my virtual office hours or set up a virtual meeting.

Students with Disabilities:

Any student with a documented disability condition (e.g., physical, learning, psychiatric, systemic, vision, hearing, etc.) who needs to arrange reasonable accommodations should contact the instructor and the Disability Resource Center at the beginning of the semester.

Assignments and Grade Breakdown:

- *Attendance and Participation (15%)*: Attendance and class participation are required.
 - 8% of your total grade will be based on your attendance at the online sessions (0.5% per class meeting). During the class meetings, you **are required** to keep your cameras on. Otherwise, you will be counted as absent. If you have any concerns about this, please contact me in advance.
 - You are expected to complete the readings before each class and come prepared to participate in class discussions. Since this is a smaller class, all students should actively be involved in any class activities and ask questions.
 - There will be five opportunities for discussion contributions via Canvas discussion boards. You must participate in **three** of these to get the full participation grade (7%). Each time you participate, you will have to ask **at least two questions** about the readings assigned for that class **OR** raise **at least two points** about why you agree/disagree with the arguments advanced in a particular

reading. You can also **post one question AND raise one point of agreement/disagreement.**

- *In-Class Group Presentation (10%)*: Students are expected to form groups of three (or four depending on the class size) persons and prepare a presentation (12-15 minutes) on the development patterns of an assigned country. These presentations will be based on one of the countries covered in Atul Kohli's or Toung Vu's books (see, readings listed in Class 8 and 9). *Students are not expected to do extra research for these presentations.* Instead, **as a group**, they are asked to prepare **one** presentation that summarizes each author's arguments **and** critically engages with the points raised in these studies. In other words, mere summaries will not be enough to get a good grade on these presentations; you are expected to raise **at least three** points pertaining to the reasons why and in what ways the arguments advanced by the authors are or are not convincing and what further issues should be considered to make a more cogent case to explain the development patterns of the country you are dealing with.
- *Short Essays (25%, 12.5% each)*: There will be two short essays due throughout the course. Each short essay should be around 500 words (*excluding the works-cited section*), double-spaced, 12-point font, 1" margins, and Times New Roman font.
 - In these short essays, students are expected to integrate multiple readings in a critical and creative manner. Therefore, you should not summarize the readings or define concepts/theories in these short assignments. Instead, you should write an *argumentative essay*.
 - Prompts for these short essays will be provided 1 week in advance. Students are welcome to discuss their ideas related to the question(s) in the prompt with the instructor prior to submitting their essays. But I *will not* read drafts of student papers and comment on them before you submit your essays.
 - You should upload your essays to Canvas on time—please *do not* email them. If you are granted an extension, send an email to me before submitting your essay and I will give you permission to upload your assignment to Canvas.
 - The essays should be submitted in Word or pdf format. Please avoid submitting files in Pages (Apple) format.
 - **Citations**: You are required to cite **at least two** sources from the class readings. You will not need to do extra research to answer the questions in the prompts. But if you decide to cite sources from readings outside of class, please make sure that they are reasonably legitimate. In other words, please do not cite questionable sources, such as *Wikipedia*, *Buzzfeed*, or *Yahoo Answers*, etc., or biased news sources, such as *The Huffington Post*, *The Drudge Report*, *Breitbart News*.
 - The citations for your papers should be both directly cited in the text, either through in-text citations or footnotes, as well as in a reference or works cited section at the end of the paper. The works cited does *not* count toward the word count. The format of the citations is up to you (i.e., APA, Chicago, etc.), but please keep it consistent.
 - **Due dates**:
 - Short Essay #1 due: June 21st, 5 p.m.
 - Short Essay #2 due: July 21st, 5 p.m.

- *Mid-term Exam (20%)*: The take-home midterm exam will consist of short-answer and essay questions. For short answer questions, I will provide you with a list of theories and/or concepts we covered in the class up to that point. You will be asked to select some of these theories/concepts and write small responses. I will post a study guide on the Canvas website a week beforehand to give you a rough idea about the questions that will appear in the exam. The essay question will resemble the questions in short essay assignments and will ask you to synthesize theories/concepts to advance an argument.
 - The mid-term exam will be **open book**, but you may not consult with your classmates on the exam. You will have **three** days to complete the exam.
 - Details about formatting, submission, and citations will be provided with the prompt.
 - Due date: July 8th, 11:59 p.m.
- *Final Exam (30%)*: The take-home final exam will essentially be the same as the mid-term exam, but you will be responsible for the class materials covered throughout the whole semester. I will again post a study guide in advance to give you a rough idea about the exam. You will have **three** days to submit your exams. The final exam will be open book, but you may not consult with your classmates on the exam.
 - Due date: July 29th, 10.30 p.m.

Grading Scale:

A:	94% and above
A-:	90-93%
B+:	87-89%
B:	84-86%
B-:	80-83%
C+:	77-79%
C:	74-76%
C-:	70-73%
D+:	67-69%
D:	64-66%
F:	63% and below

Make-up and Extensions:

Make-up exams and extensions are only given in cases of documented family emergency or illness. For a complete list of legitimate, excused absences, see the policy statement at the end of this syllabus. *Unless the legitimate absence is an emergency*, please contact me **24 hours** prior to the start date of the assignment if you would like to request an extension.

Late Assignments:

I accept late assignments *even though you do not have a legitimate excuse*. But I will take off six percentage points for each day the essay is late (e.g., four days late = 24% grade reduction).

Incompletes:

Course incompletes will be granted only in the case of documented long-term illness, and if you and I fill out the “CLA Agreement for Completion of Incomplete Work.” See the university and department policy regarding incompletes below.

Excused and unexcused absences:

Attendance is required, however, all students can miss up to one class without it affecting their grades. Absences will be excused for legitimate reasons like family emergencies and physical and/or mental illness. Regardless of the reason for the absence, students are expected to know the material covered in class. Hence, if you miss a class for any reason, please reach out to me and/or fellow classmates to catch up.

Mid-term Check-in:

Since online instruction offers relatively fewer opportunities for immediate contact between students and the instructor, before the mid-term exam, I will check in with each student (approx. 3-5 minutes). During these meetings, we can talk about any issues related to the class, strategies for writing, or any other issues related to your experience in the course.

Course Materials

All readings can be found on the course Canvas site, i.e., you do not need to purchase any books. You are required to do the readings listed under “Required Readings.” The readings under the “Recommended Readings” are listed in case you want to further explore the topic. I am also happy to recommend additional readings beyond those listed in this syllabus.

Course Schedule

The schedule below is open to change throughout the term. Finalized assignments and dates can be found on Canvas. I will notify you of all of the deviations from the schedule below.

Class 1: June 7th, Introduction

Required Readings

- Sen, Amartya. 1988. “The concept of development.” Handbook of development economics Volume 1: 9-26
- Deaton, Angus. “Measuring poverty.” Chapter 1, in *Understanding poverty*, Eds, Abhijit Vinayak Banerjee, Roland Benabou and Dilip Mookherjee. Oxford University Press, (2006): pp.3-15
- Jeffrey Sachs, *The End of Poverty*, ch. 2 (2006)

Class 2: June 9th, Geography and Development

Required Readings

- Diamond, Jared. 1997. *Guns, Germs, and Steel: The Fates of Human Societies*. W. W. Norton & Company.

- Read Prologue, Chapters 4-5, 8-10, 14, 18
- Hausman, “Prisoners of Geography” *Foreign Policy* (2001) pp. 45-53

Class 3: June 14th, The Industrial Revolution and Great Transformation(s)

Required Readings

- Goldstone, J. A. 2009. *Why Europe? The rise of the West in world history 1500-1850*. McGraw-Hill Higher Education.
 - Read Chapter 7.
- Hobsbawm, Eric. 1996. *Age of revolution: 1789-1848*. Vintage Books, New York, USA.
 - Read Chapter 2 and 9.
- Karl Polanyi. 2001 [1944] *The Great Transformation: The Political and Economic Origins of Our Time*. Boston, MA: Beacon Press.
 - Read Chapter 3 and 4.

SHORT ESSAY #1 distributed – due in one week

Class 4: June 16th, Modernization Theory

Required Readings

- Lipset, Seymour Martin. 1959. “Some Social Requisites of Democracy: Economic Development and Political Legitimacy.” *American Political Science Review* 53 (1): 69–105.
- Rostow, W. W. 1960. *The Stages of Economic Growth: A Non-Communist Manifesto*.
 - Read Chapter 2.
- Przeworski, Adam, and Fernando Limongi. 1997. “Modernization: Theories and Facts.” *World Politics* 49 (2): 155–83.

Recommended Readings

- Samuel P. Huntington. 1971. “The Change to Change. Modernization, Development and Politics.” *Comparative Politics* 3, 3: 283-322.
- Colin Leys. 1982. "Samuel Huntington and the end of classical modernization theory." In H. Alavi & T. Shanin, eds. *Introduction to the Sociology of Developing Societies*. London: The Macmillan Press Ltd.
- Banuri, T. 1990. “Modernisation and its Discontents: A Critical Perspective on Theories of Modernisation.” In F. Apffel-Marglin and S. Marglin, ed. *Domineering Knowledge: Development, Culture and Resistance*. Oxford: Clarendon, 73-101
- Ekbladh, David. 2010. *The Great American Mission: Modernization and the Creation of an American World Order*. Princeton, NJ: Princeton University Press.

Class 5: June 21st, Dependency and World Systems Theories

Required Readings

- Fernando Henrique Cardoso and Enzo Faletto. 1979. *Dependency and Development in Latin America*. Chapters 1, 2, and 6. University of California Press,
- Evans, Peter. 1987. "Class, State, and Dependence in East Asia: Lessons for Latin Americanists," in Frederick Deyo (ed) *The Political Economy of the New Asian Industrialism*. Ithaca: Cornell University Press.
- Cardoso, Fernando Henrique. 1993. "North-South Relations in the Present Context: A New Dependency?" In Martin Carnoy, Manuel Castells, Stephen S. Cohen, and Fernando Henrique Cardoso, eds. *The New Global Economy in the Information Age*. The Pennsylvania State University.
- Chirot, D., & Hall, T. D. 1982. "World-system theory." *Annual Review of Sociology*, 8(1), 81-106.

Recommended Readings

- Colin Leys. 1977. "Underdevelopment and Dependency: Critical Notes" *Journal of Contemporary Asia* 7, 1: 92-107
- Wallerstein, Immanuel. 1974. "The Rise and Future Demise of the Capitalist World System Concepts for Comparative Analysis" *Comparative Studies in Society and History* 16, 4: 387-415.
- Amin, Samir. 1977. *Imperialism and Unequal Development*. New York: Monthly Review Press.
- Cardoso, Fernando Henrique. 1993. "North-South Relations in the Present Context: A New Dependency?" In Martin Carnoy, Manuel Castells, Stephen S. Cohen, and Fernando Henrique Cardoso, eds. *The New Global Economy in the Information Age*. University Park PA: The Pennsylvania State University

SHORT ESSAY #1 due by 5 p.m.

Class 6: June 23rd, Globalization, Washington Consensus, and Neo-Liberalism

Required Readings

- Williamson, John, 1990. "What Washington Means by Policy Reform." In John Williamson, Ed. *Latin American Adjustment: How much has Happened?* Washington DC: Institute for International Economics.
- Stiglitz, Joseph E. 2002. *Globalization and its Discontents*. New York: W.W. Norton and Company,
 - Read Chapter 1.
- Harvey, David. 2005. *A Brief History of Neoliberalism*. Oxford and New York: Oxford Univ. Press.
 - Read Chapter 1.
- Rodrik, Dani. 2006. "Goodbye Washington Consensus, Hello Washington Confusion." *Journal of Economic Literature* 44, 4: 973-87

Note: This will be an intense class, so please make sure to carefully read all the assigned articles/book chapters.

Recommended Readings

- Gore, Charles. 2000. "The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries," *World Development* 28, 5: 789-804.
- Onis, Z and F. Senses, 2005. "Rethinking the Emerging Post-Washington Consensus," *Development and Change*, 36, 2: 263-90.
- Serra, Narcis, and Joseph Stiglitz, eds. 2008. *The Washington Consensus Reconsidered: Towards a New Global Governance*. New York: Oxford University Press, Chapters by Stiglitz, Williamson and Krugman
- Arne Ruckert. 2006. "Towards an Inclusive Neoliberal Regime of Development: From Washington Consensus to the Post-Washington Consensus" *Labor, Capital and Society* 39, 1:34-67.
- Michael Roberts. 2022. "Has Globalization Ended?" URL: <https://thenextrecession.wordpress.com/2022/04/27/has-globalisation-ended/#respond>

Class 7: June 28th, Colonialism and Development

Required Readings

- Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. "The Colonial Origins of Comparative Development." *American Economic Review* 91, 5: 1369-1401.
- James Mahoney. 2010. *Colonialism and Postcolonial Development: Spanish America in Comparative Perspective*. Cambridge: Cambridge University Press.
 - Read Chapter 1
- Lange, Matthew. 2009. *Lineages of Despotism and Development*. University of Chicago Press.
 - Read Chapter 2.
- Mamdani, Mahmood. 1996. "Indirect Rule, Civil Society, and Ethnicity: the African Dilemma." *Social Justice*.

Recommended Readings

- Acemoglu, Daron and James Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity and Poverty*. New York: Crown Publishers
- Nathan Nunn. The Long-term Effects of Africa's Slave Trades. *The Quarterly Journal of Economics*, 123(1):139–176, 2008
- Stelios Michalopoulos and Elias Papaioannou. Pre-Colonial Ethnic Institutions and Contemporary African Development. *Econometrica*, 81(1), 2013
- Abhijit Banerjee and Lakshmi Iyer. History, Institutions, and Economic Performance: The Legacy of Colonial Land Tenure Systems in India. *American Economic Review*, 95(4):1190– 1213, 2005

Class 8: June 30th, State as an Agent of Development

Required Readings

- Kohli, Atul. 2004. *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge University Press.
 - Read the introduction and skim the conclusion
- Vu, Tuong. 2010. *Paths to Development in Asia: South Korea, Vietnam, China, Indonesia*. Cambridge University Press.
 - Read Chapter 1
- Peter Evans. 1992. "The State as Problem and Solution: Predation, Embedded Autonomy and Structural Change." In Stephan Haggard and Robert R. Kaufman, Eds. *The Politics of Economic Adjustment*, Princeton: Princeton University Press.

Recommended Readings

- Joel Migdal. 1988. *Strong Societies and Weak States: State-Society Relations and State Capabilities in the Third World*. Princeton: Princeton University Press, Chapters 1 and 6.
- Beeson. 2009. "Developmental States in East Asia: A Comparison of the Japanese and Chinese Experiences." *Asian Perspective* 33 (2): 5-39.
- Boone, Catherine. 2003. *Political Topographies of African States: Rural Authority and Institutional Design*. Cambridge: Cambridge University Press.
- Boone, Catherine. 2014. *Property and Political Order in Africa: Land Rights and the Structure of Politics*. Cambridge: Cambridge University Press.
- Haggard, Stephan 2018. *Developmental states*. Cambridge University Press.
- Evans, Peter Dietrich Rueschemeyer and Theda Skocpol, eds. *Bringing the State Back In*. Cambridge: Cambridge University Press. 1985. (Introduction and Conclusion).
- Waldner, David. 1999. *State-Building and Late Development*. Ithaca, NY: Cornell University Press,
 - Read Chapter 1 and 2.

Class 9: July 5th, Case Studies

Required Readings

- South Korea: Kohli. 2004. Chapters 1-3
- Brazil: Kohli. 2004. Chapters 4-5
- India: Kohli. 2004. Chapters 6-7
- Nigeria: Kohli. 2004. Chapters 8-9
- Vietnam: Vu. 2010. Chapters 5, 6 and 8

Note: Students are expected to form groups and prepare presentations on each country. More details will be provided during the class on June 30th.

Case studies will not be on the midterm.

Mid-term exam questions distributed – due by July 8th, 11:59 p.m.

Class 10: July 7th, Democracy, Autocracy, and Development

Required Readings

- Boix, Carles. 2011. "Democracy, Development, and the International System." *American Political Science Review* 105 (4): 809-28.
- Gerring, J., Bond, P., Barndt, W. T., & Moreno, C. (2005). Democracy and economic growth: A historical perspective. *World politics*, 57(3), 323-364.
- Siegle, Joseph T., Michael M. Weinstein, and Morton H. Halperin. 2004. "Why Democracies Excel." *Foreign Affairs* 83 (5): 57–71.
- Knutsen, C. H. (2013). Democracy, state capacity, and economic growth. *World development*, 43, 1-18.

Note: In some of these articles, there are detailed statistical analyses. Unless you are interested in this type of analysis, skim those sections.

Class 11: July 12th, The Welfare State

Required Readings

- Haggard, S., & Kaufman, R. R. 2008. *Development, Democracy, and Welfare states*. Princeton University Press.
 - Read the introduction
- Mares, I., & Carnes, M. E. 2009. Social policy in developing countries. *Annual Review of Political Science*, 12, 93-113.
- Rudra, N. 2007. Welfare States in Developing Countries: Unique or Universal? *Journal of Politics*, 69(2):378–396.

Recommended Readings

- Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*. Princeton University Press, Princeton, N.J.
- Eibl, F. (2020). *Social Dictatorships: The Political Economy of the Welfare State in the Middle East and North Africa*. Oxford University Press, Oxford, New York
- Grunewald, A. (2021a). From Benefits and Beneficiaries: The Historical Origins of Old-Age Pensions From a Political Regime Perspective. *Comparative Political Studies*
- Kpessa, M., Beland, D., and Lecours, A. (2011). Nationalism, development, and social policy: The politics of nation-building in sub-Saharan Africa. *Ethnic and Racial Studies*, 34(12):2115–2133.

Class 12: July 14th, Ethnicity, Politics, and Development

Required Readings

- Easterly, L., and R. Levine (1997). "Africa's Growth Tragedy: Policies and Ethnic Divisions." *Quarterly Journal of Economics* 112(4): 1203–1250.

- Alesina, Alberto, Reza Baqir, and William Easterly. (1999). “Public Goods and Ethnic Divisions.” *Quarterly Journal of Economics* 114(4): 1243–1284.
- Singh, P., & Vom Hau, M. (2016). Ethnicity in time: Politics, history, and the relationship between ethnic diversity and public goods provision. *Comparative Political Studies*, 49(10), 1303-1340
- Magaloni, B., Díaz-Cayeros, A., & Ruiz Euler, A. 2019. Public good provision and traditional governance in indigenous communities in Oaxaca, Mexico. *Comparative Political Studies*, 52(12), 1841-1880.

Note: In some of these articles, there are detailed statistical analyses. Unless you are interested in this type of analysis, skim those sections.

SHORT ESSAY #2 distributed – due in one week

Class 13: July 19th, The Resource Curse

Required Readings

- Ross, Michael L. 2015. “What Have We Learned about the Resource Curse?” *Annual Review of Political Science* 18 (1): 239–59.
- Lopez, Ramon and Toman, Michael A. 2006. “Political Economy and Natural Resource Use”. In *Economic Development and Environmental Sustainability: New Policy Options*. Ed. Ramón López and Michael A. Toman
- Brooks, Sarah and Marcus Kurtz. 2016. “Oil and Democracy: Endogenous Natural Resources and the Political ‘Resource Curse’” *International Organization*, 70 (2): 279-311.

Class 14: July 21st, Development and Gender

Required Readings

- Momsen, J. 2009. *Gender and development*. Routledge.
 - *Read the Introduction*
- Ligaya Lindio-McGovern and Isidor Walliman. 2009. “Neoliberal Globalization and Third World Women: Exploitation, Coping, and Resistance.” In Ligaya Lindio-McGovern and Isidor Walliman, eds. *Globalization and Third World Women, Exploitation, Coping and Resistance*. Surrey and Burlington: Ashgate.
- Melissa W. Wright. 2009. *Disposable Women and other Myths of Global Capitalism*. New York: Routledge.
 - *Read Chapter 2*

Recommended Readings

- Dedeoglu, Saniye. 2014. “Patriarchy Reconsolidated. Women's Work in three global commodity chains of Turkey's garment industry” In Wilma A. Dunaway, ed. *Gendered*

Commodity Chains: Seeing Women's Work and Households in Global Production.
Stanford CA: Stanford University Press.

SHORT ESSAY #2 due by 5 p.m.

Class 15: July 26th, Is not Growing Possible? Debates on “degrowth”

- Schneider, F., Kallis, G., & Martinez-Alier, J. (2010). “Crisis or opportunity? Economic degrowth for social equity and ecological sustainability. Introduction to this special issue.” *Journal of cleaner production*, 18(6), 511-518.
- Martínez-Alier, J., Pascual, U., Vivien, F. D., & Zaccai, E. (2010). Sustainable degrowth: Mapping the context, criticisms and future prospects of an emergent paradigm. *Ecological economics*, 69(9), 1741-1747.
- Van den Bergh, J. C. (2011). Environment versus growth—A criticism of “degrowth” and a plea for “a-growth”. *Ecological economics*, 70(5), 881-890.
- Kallis, G. (2011). In defence of degrowth. *Ecological economics*, 70(5), 873-880.

FINAL EXAM distributed at end of class.

Class 16: July 28th, Wrap-up

Note: There are no readings for our last class. We will devote our final class to going over the materials we covered throughout the semester and discussing your questions about any issues/topics. This meeting will be 75 minutes, i.e., we won't take a break and resume our session as we do throughout the semester. Please use the extra time to work on your final exams, which are due the following day.

FINAL EXAM DUE: July, 29th by 10.30 p.m.

University and Department Policies

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Incompletes:

The instructor will specify the conditions, if any, under which an “Incomplete” will be assigned instead of a grade. No student has an automatic right to an incomplete.

- **Department of Political Science Policy:** The instructor may set dates and conditions for makeup work using a "Completion of Incomplete Work" contract form. All work must be completed no later than one calendar year after the official last day of the class.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

The University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Grading and Transcripts:

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale. The two grading systems used are the ABCDF and S-N. Political science majors and minors must take POL courses on the ABCDF system. An S grade is the equivalent of a C- or better. Inquiries regarding grade changes should be directed to the course instructor. Extra work in an attempt to raise a grade can only be submitted with the instructor's approval.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents

Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

Students are responsible for class attendance and all course requirements, including deadlines and examinations. The instructor will specify if class attendance is required or counted in the grade for the class.