

# Political-Economic Theories (PPPE 6301) Course Syllabus

The University of Texas at Dallas – Fall 2022

Thursday 1-3:45pm in CB31.310

*25 August 2022 (check eLearning for current version of syllabus)*

## Professor Contact Information

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## Course Pre-requisites, Co-requisites, and/or Other Restrictions

All students in PPPE graduate programs may take this course. Other students should request instructor permission. Since this is a graduate course, any undergraduate students enrolled in the course will complete the same assignments and be evaluated alongside master's students.

Students are expected to be familiar with searching for academic sources and library databases for retrieval of journal articles for class and assignments. Students should know how to efficiently read academic articles, how to read a basic regression table, and have a clear understanding of what constitutes plagiarism.

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## Course Description

This course provides a foundational understanding of political-economic theories. First, the course focuses on several schools of economics. Students learn about historic scholars with some context of the world from which they contributed their major works. Then, we will explore several themes and factors that influence contemporary political economy. In addition to introducing these theories, each class explore their relevance to current times using case studies of real-world scenarios.

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## Student Learning Objectives/Outcomes

The primary purpose of this class is to familiarize students with political-economic theories to help ground their understanding of political economy as a discipline. This involves learning about core schools of economics as a foundation to learn about other important factors and themes in political-economic theories. In doing so, students should find opportunities for new contributions of original research. Importantly, students are expected to communicate their ideas to the instructor and their peers in the classroom, in addition to developing and improving collaboration, writing, and speaking skills through course assignments.

Students should develop a general understanding of various theories, themes, and empirical analysis within political economy and public policy, and over the course of the semester, students should develop their own initial roadmap of political economy. Leading and participating in class discussion should help develop students' ability to individually and collectively identify the central arguments advanced by different scholars and critically analyze their positives and negatives. Through weekly reading and notetaking and memo assignments, students should think critically about literature and real-world puzzles in order to expand their own research interests and find opportunities for new contributions of original research. The group policy memo requires students to engage with their peers to produce a well-constructed solution to a political economy relevant policy problem.

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## **Required Textbooks and Materials / Suggested Course Materials**

There are no required textbooks for the course. All required readings are accessible through UTD's library access and/or will be available on eLearning at least 2 weeks ahead of the assigned class. Please let the instructor know about any broken links as soon as possible.

### **Evaluation:**

This course uses several types of assignments to assess your learning during the semester. Active engagement with the required readings will help you understand the core ideas and themes at the center of this course; this engagement is assessed through active classroom participation, weekly questions, optional reading notes, and leading class discussion. In parallel, building on the course themes by developing your own research ideas and understanding of policy issues provides the opportunity to more deeply engage with the field of political economy; this process is assessed by writing two individual academic memos and one group policy memo.

**Detailed instructions and rubrics are available on eLearning for each assignment. In the past, students who read the instructions and asked questions about anything they did not understand tended to earn the highest grades. Read the instructions! Ask questions during class and office hours!**

### **Evaluation of Class Preparation and Engagement:**

1. **Active Participation (20%):** This is a discussion-based graduate seminar, and students are expected to actively participate in class each week. Students should come into class able to summarize the relevant arguments in the readings for the week, while also providing substantive critiques towards the theoretical and empirical strategies of the authors. You should plan to participate in the discussions and activities during class.

By coming to class prepared and actively participating, students can earn all participation points in class. Simply attending class but not actively participating will not result in all participation points. Ideally, students should aim to participate both in the full group discussions and in the smaller group discussions. If the discussion stalls, students may be cold called on from a randomly ordered list each week. Not actively participating will result in a lower participation grade even if the student is in class. Participation points are distributed evenly across each of the

reading-focused classes in the semester. Being an exceptional participant in one week will not earn 'extra' points for another week.

I expect that you will attend every session of the class and that you will participate actively in the discussions we have during class. Missing class may result in a reduction in your grade. Please let me know at the beginning of the semester if you know you will have to miss any planned classes for religious or medical reasons.

Since this is a core class within both the MA and PhD program, missing class may be detrimental to gaining the full foundation for your degree program. It will likely be helpful to still complete the reading for the weeks you miss, in addition to thinking through the in-class discussion questions and exercises.

2. **Weekly Questions (10%):** You are required to submit 3-5 weekly reading questions on eLearning by the day before class. These questions are meant to show your engagement with the readings and may serve as discussion starters during class. You do not need to submit questions in the week(s) you are a class discussion lead, and you may choose to not submit weekly questions in *one* additional week without losing credit. As this is preparation for class, late submissions will not receive credit.
3. **Class Discussion Leader (10%):** Each week, 2-3 students will be assigned to lead up to 35 minutes of the class discussion by posing 3-5 main questions. MA students will serve as part of a discussion team once, and PhD students will serve as discussion leads twice. The first week of class, students will submit their priority ranking of class topics they are most interested in leading, and the instructor will assign all discussion teams by the third week of class. The draft discussion questions/slide(s) must be submitted by 12noon on the Tuesday prior to class, and the final slide(s) must be submitted by 9am on class day. After leading the class discussion, each group member will complete a private peer feedback form. Each student's grade is calculated based on a combination of group grade and individual grade.
4. **Reading Notes (optional – up to 3% bonus points):** You can earn up to 3 bonus points on your end-of-term grade if you submit notes that earn for credit for every substantive reading week. As you complete the required reading each week, you should take notes to help you engage with the readings and to prepare for class. The aim of readings notes is to learn to synthesize the key aspects of academic readings in addition to thinking through connections within and across each week.

For credit, submit reading notes for all required readings in the specified format by the day before class when the relevant materials are discussed, at the latest. (You may receive partial credit by submitting reading notes on some but not all of the readings.) You may find it helpful to bring reading notes to class with you, on a laptop or printed out.

Grades Related to Developing Original Projects:

- 5. Individual Academic Memos (40%):** Extensive directions are posted on eLearning. There are two options. MA students will complete 2 topic memos. PhD students write either 2 topic memos or 2 research design memos. PhD students in PPPE should consider this as an opportunity to explore political economy focused dissertation topics. MA students may only opt-in to the research design memo with instructor approval, though MA students required to complete a thesis are encouraged to consider this option.

The citations and outline for memo 1 are due on 9/16.

The final memo 1 is due on 9/30.

The citations and outline for memo 2 are due on 10/14

The final memo 2 is due on 11/4.

Each outline is worth 5% of your grade, and each final memo is worth 15% of your grade.

- 6. Group Policy Brief (20%):** The instructor will assign groups of 3-5 students by the third week of class. Groups will coordinate to draft a 2-page policy memo that includes at least one well thought out infographic. As a group, you will choose a topic and get instructor approval. Each group will get topic approval (due 9/22) and submit an overview and annotated bibliography (due 10/7), a factsheet (due 11/4) and the final 2-page policy brief with an infographic (due 12/9). After each submission, each group member will complete a private peer feedback form. Each student's calculated based on a combination of the total group grade and individual grade.

Deadlines:

Assignment	Portion	Due Date
Weekly Questions	Weekly	Every week, Wednesday before class
Reading Notes	Weekly, optional	Every week, Wednesday before class
Class Discussion Leader	Draft questions and slide(s)	12noon, Tuesday week of assigned class, at latest
Class Discussion Leader	Final questions and slide(s)	9am, Thursday of assigned class, at latest
Class Discussion Leader	Discussion lead	Assigned day of class
Individual Memo 1	Citations and outline	9/16 Friday
Individual Memo 1	Final	9/30 Friday
Individual Memo 2	Citations and outline	10/14 Friday
Individual Memo 2	Final	11/4 Friday
Group Policy Brief	Topic Approval	9/22 Thursday
Group Policy Brief	Overview & Annotated Bib.	10/7 Friday
Group Policy Brief	Factsheet	11/4 Friday
Group Policy Brief	2-page Policy Brief	12/9 Friday

\*The formal deadline for assignments is 11:59pm on the day listed unless otherwise noted.

Grading Scale:

94+	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
71-79	C
70 or below	F

Grades are not rounded up. To receive graduate-level credit for a class, students must earn a B or higher.

When an assignment receives a letter grade, the numeric equivalent is the average of that letter grade range (with the exception of an A since an A+ is also included in the assignment scale).

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## **Course & Instructor Policies**

### Late work:

- Memo, group explainer: Submissions after the set deadline may lose 5% of the potential grade for each 12 hours the assignment is late.
- Weekly questions, reading notes: Submissions received after the day before class will not receive any credit, as this is preparation for class.
- Group discussion lead: As this assignment is preparation for class, no late submissions are possible.

If you have a technical issue submitting an assignment through eLearning, feel free to submit through email as a backup.

Extra credit: Extra credit is available by submitting reading notes each week. Other small extra credit opportunities may be made available to the entire class during the semester and will be announced in class and on eLearning. Extra credit cannot increase a student's grade more than one level (e.g. from B+ to A-).

Grade Dispute: If you believe that your assignment has been incorrectly graded, you must submit a formal explanation by email to the instructor of why you believe a different grade was earned based on the assignment instructions and rubric. I will regrade the assignment completely within ten business days, and it is possible for you to earn a lower grade, a higher grade, or the same grade. You must wait 48 hours from receiving your grade to initiate a dispute. However, you should make sure to initiate a grade dispute ideally within two weeks of receiving the grade. After receiving the re-graded assignment, you may choose to pursue a formal appeal of the grade following UTD policy: <https://policy.utdallas.edu/utdsp5005>.

### Email:

I will respond to emails within two business days. I define business days as Monday through Friday, 9am-5pm CT, not including federal or university holidays. That means if you send me an email after 5pm on a generic Thursday, do not expect an email response from me until the end of the following generic Monday. If you send me an email at 11pm on a Tuesday, I will respond by the 5pm on Thursday. If I have not replied to an email that requires a response within 2 business days, please send a follow-up email since your original email may have been lost either in my spam folder or among many emails in my inbox.

I will not read or reply to emails on evenings or weekends. If you email close to an assignment deadline, following this policy you may not receive an answer before the deadline, so plan ahead and consider asking questions during class or an office hours appointment for immediate responses.

#### Office hours:

I have weekly scheduled virtual office hours and you can sign up for an appointment through the link at the top of the syllabus or on the eLearning class homepage. <https://calendly.com/lepinson/pppe6301-office-hours> Additional office hours are posted in weeks leading up to major deadlines. Email me if you have class during normal office hours if you would like to set an appointment at another time.

Virtual office hours are a set time to discuss material you do not understand or are particularly interested in, ask questions about and get feedback on assignments, and to ask for academic and career advice. Please take advantage of this opportunity for however it is helpful for you.

#### Academic Integrity:

The faculty expects from its students a high-level of responsibility and academic honesty. Because the value of an academic degree depends on the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work. See <https://conduct.utdallas.edu/integrity>.

*Academic Dishonesty:* Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment. Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <https://conduct.utdallas.edu/dishonesty>.

*Plagiarism:* UTD defines plagiarism as the act of stealing the ideas and/or expression of another and representing them as your own. It is a form of cheating and academic dishonesty that can incur severe consequences in order to protect the quality of education offered. Review UTD's plagiarism overview here: <https://conduct.utdalls.edu/dishonesty/#plagiarism>

Plagiarism fits into three main categories: 1- using a source's language without using direct quotations; 2- using information from a source without attribution; and 3- paraphrasing from a source without attribution. Within your written work, you must make explicitly clear where you have borrowed or built from others – including data, opinions, questions, ideas, or specific language.

The first class will include a short lecture on plagiarism. Since this is a graduate class, students are also advised to meet with the writing center if they have further questions on what constitutes plagiarism. Students suspected of plagiarism will be submitted to the academic review process.

## Course Readings Schedule:

### Week 1 – 8/25 – Organizational Meeting and Course Introduction; includes lectures on research design and plagiarism

Helpful to prepare you for future class reading:

Hoover Green, Amelia (2013). *How to Read Political Science: A Guide in Four Steps*. <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>

Burke, Timothy (2011). *How to Read in College*. <https://blogs.swarthmore.edu/burke/permanent-features-advice-on-academia/how-to-read-in-college/>

### Week 2 – 9/1 – Classical Economics and Its Descendants

1. C.W. London. "Smith's word?" *The Economist*. Nov 1, 2013
2. J.A. Caporaso and D.P. Levine. "The Classical Approach." In *Theories of Political Economy*. Cambridge University Press, 1992.
3. "Adam Smith, An Inquiry into the Nature and Causes of the Wealth of Nations (1776)." In Naazneen H. Barma and Steven K. Vogel, editors, *Markets as Institutions: The Political Economy Reader*. Pages 27-40. Routledge, 2008.
4. David Ricardo. 2000 [1817]. *On the Principles of Political Economy and Taxation*. London, U.K.: Electric Book Co. Chapter VII.
5. "Friedrich A. Hayek, The Road to Serfdom (1944)." In Naazneen H. Barma and Steven K. Vogel, editors, *Markets as Institutions: The Political Economy Reader*. Pages 91-108. Routledge, 2008.
6. C.W. London. "What was mercantilism?" *The Economist*. Aug 23, 2013

Strongly suggested to help understand terms and concepts:

Economics A-Z Terms: [Classical Economics](#), [Adam Smith](#), [David Ricardo](#), [Free Trade](#), [Mercantilism](#), [Friedrich Hayek](#) (consider also clicking into any subtopics you don't already know)

"The Invisible Hand." 60 Second Adventures in Economics. [[1 minute video](#)]

"Comparative Advantage." 60 Second Adventures in Economics. [[1 minute video](#)]

"Rational Choice Theory." 60 Second Adventures in Economics. [[1 minute video](#)]

"The Wealth of Nations by Adam Smith." World Library Foundation. [[10 min video](#)]

### Week 3 – 9/8 – Marxist Economics

1. The Economist. Rulers of the world: read Karl Marx - Second time, farce, May 2018.
2. J.A. Caporaso and David K Levine. Marxian Political Economy. In *Theories of political economy*. Cambridge University Press, 1992.
3. Karl Marx and Friedrich Engels. *The Communist Manifesto*. In Jeffrey C. Issac, editor, Yale University Press 2012 [1848]. Pages 71-117.

4. Robert L. Heilbroner. 1999. *The Worldly Philosophers. The Lives, Times, and Ideas of the Great Economic Thinkers*. Revised Seventh Edition. New York: Simon and Schuster. Page 136-169.
5. Louis Menad. 2016. "Karl Marx, Yesterday And Today." *The New Yorker*. October 3, 2016.

Strongly suggested to help understand terms and concepts:

Angela Davis, "Marxist Political Economy" [[5 minute video](#)]  
 "Political Theory – Karl Marx." The School of Life. [[10 minute video](#)]  
 "Was Karl Mark right?" The Economist. [[5 minute video](#)]

Economics A-Z Terms: [Karl Marx](#)

#### **Week 4 – 9/15 – Neoclassical Economics**

1. The Economist. The art and science of economics at Cambridge. The Economist, pages 1–12, January 2017.
2. Todd G Buchholz. New Ideas From Dead Economists. 2007. [Marshall chapter]
3. The Economist. Pigouvian taxes. The Economist, August 19, 2017.
4. Richard D Wolff and Stephen A Resnick. Contending Economic Theories. Neoclassical, Keynesian, and Marxian. August 2012. [p.51-71]
5. J.A. Caporaso and D.P. Levine. Neoclassical political economy. In Theories of political economy. Cambridge University Press, 1992.

Strongly suggested to help understand terms and concepts:

"Alfred Marshall and the Neoclassical Synthesis" Lynne Kiesling. [[8 minute video](#)]

Economics A-Z Terms: [Neo-classical economics](#), [Alfred Marshall](#), [Marginal](#)

#### **Week 5 – 9/22 – Keynesian Economics & Monetary Economics**

1. The Economist. Keynes' Fiscal multipliers: Where does the buck stop? The Economist, pages 1–5, August 2016.
2. J.A. Caporaso and D.P. Levine. "Keynesian Political Economy." In *Theories of Political Economy*. Cambridge University Press, 1992.
3. "Milton Friedman, Capitalism and Freedom (1962)." In Naazneen H. Barma and Steven K. Vogel, editors, *Markets as Institutions: The Political Economy Reader*. Pages 107-116. Routledge, 2008.
4. Paul Krugman. Who Was Milton Friedman? New York Review of Books, pages 1–13, February 2007.
5. Anna J Schwartz and Edward Nelson. 'Who Was Milton Friedman?' - Response. New York Review of Books, pages 1–4, March 2007.
6. Paul Krugman. 'Who Was Milton Friedman?' - Response to the Response. New York Review of Books, pages 1–1, March 2007.
7. Ismail Sabri Abdalla and Oscar Pino-Santos. Joint statement on the Nobel Prize Award to Dr. Milton Friedman. The Review of Black Political Economy, 1977.
8. The Economist. The covid-19 pandemic is forcing a rethink in macroeconomics. The Economist, July 25, 2020.

Strongly suggested to help understand terms and concepts:

Economics A-Z Terms: [Keynesian](#), [John Maynard Keynes](#), [Monetarism](#)

David Welna, "Keynes' Consuming Ideas on Economic Intervention." NPR [\[7 minute recording or read article\]](#)

"Game of Theories: The Keynesians." Marginal Revolution University [\[8 min video\]](#)

"Game of Theories: The Monetarists." Marginal Revolution University [\[6 min video\]](#)

"Anna Schwartz" Marginal Revolution University [\[8 min video\]](#)

### **Week 6 – 9/29 – Culture**

1. The Economist. "Economists are turning to culture to explain wealth and poverty." The Economist, September 5, 2020.
2. C.W. London. "What was the Great Divergence?" The Economist, September 2, 2013.
3. "Karl Polanyi, The Great Transformation (1944)." In Naazneen H. Barma and Steven K. Vogel, editors, *Markets as Institutions: The Political Economy Reader*. Pages 121-152. Routledge, 2008.
4. Max Weber, *The Protestant Ethic and the Spirit of Capitalism*. Pages 3-12. In Stephen Kalberg, editor, Taylor and Frances, 2012.
5. Robert Putnam. 1993. *Making Democracy Work*. Princeton University Press. Chapter 6.
6. Paul Collier. 2017. "Culture, Politics, and Economic Development," *Annual Review of Political Science*. 20:111-25.

Potentially helpful to understand terms and concepts:

"Karl Polanyi" Marginal Revolution University [\[5 min video\]](#)

### **Week 7 – 10/6 – Institutions**

1. Thomas Dietz, Elinor Ostrom and Paul C. Stern. 2003. "The Struggle to Govern the Commons." *Science*. 302(5652):1907-1912.
2. Douglass North and Barry Weingast. 1989. "Constitutions and Commitment," *Journal of Economic History*. 49(4): 803-32.
3. Daron Acemoglu, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review*, 91 (5): 1369-1401.
4. Lisa Blaydes and Eric Chaney. 2013. "The Feudal Revolution and Europe's Rise: Political Divergence of the Christian West and the Muslim World before 1500," *American Political Science Review* 107/1: 16-34.
5. Jeffrey D. Sachs. "Seven Ages of Globalization." In *The Ages of Globalization: Geography, Technology, and Institutions*, 1–32. Columbia University Press, 2020.

Strongly suggested to help understand terms and concepts:

"What are Institutions?" Marginal Revolution University [\[2 min video\]](#)

"Importance of Institutions" Marginal Revolution University [\[5 min video\]](#)

"Elinor Ostrom" Marginal Revolution University [\[5 min video\]](#)

"Daron Acemoglu" Marginal Revolution University [\[6 min video\]](#)

### **Week 8 – 10/13 – Group Policy Memo Working Session**

### **Week 9 – 10/20 – Peer Writing Feedback Workshop on Individual Memo 2**

### **Week 10 – 10/27 – Democracy and Development**

1. Daniel Treisman. 2020. "Economic Development and Democracy: Predispositions and Triggers," *Annual Review of Political Science*, 23:241-257.
2. Mancur Olson. 1993. "Dictatorship, Democracy, and Development," *American Political Science Review*, 87: 567-77.
3. Carlos Boix. 2011. "Democracy, Development and the International System." *American Political Science Review*. 105, 4: 809-828.
4. Stephan Haggard and Robert Kaufman. 2012. "Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule," *American Political Science Review*. 106, 3: 495-516.
5. Gulnaz Sharafutdinova and Karen Dawisha. 2017. "The Escape from Institution-Building in a Globalized World: Lessons from Russia," *Perspectives on Politics*, 15/2: 361-378.
6. The Economist. "Have your cake and eat it" The Economist, June 27, 2015.

### **Week 11 – 11/3 – Inequality**

1. Torsten Persson and Guido Tabellini. 1994. "Is Inequality Harmful for Growth?" *American Economic Review*. 600-20.
2. Karl Ove Moene and Michael Wallterstein. 2003. "Earnings Inequality and Welfare Spending: A Disaggregated Analysis," *World Politics*. 55/4: 485-516.
3. Kenneth Scheve and David Stasavage. 2017. "Wealth Inequality and Democracy." *Annual Review of Political Science*, 20:451-68.
4. Carlos Boix & Frances Rosenbluth. 2014. "Bones of Contention: The Political Economy of Height Inequality," *American Political Science Review* 108(1):1-22.
5. The Economist. Inequality v growth. The Economist, March 1, 2014.

Strongly suggested to help understand terms and concepts:

John Harwood. "5 reasons why income inequality has become a major political issue" [\[video\]](#)

Matthew Yglesias. "Everything you need to know about income inequality" Vox [\[explainer\]](#)

Margarita Noriega. "You've already met the people who matter most to every world leader" Vox [\[3 min video and paper excerpts\]](#)

### **Week 12 – 11/10 – Political Economy of Race and Ethnicity**

1. James Habyarimana, Macartan Humphreys, Daniel Posner, and Jeremy Weinstein. 2007. "Why Does Ethnic Diversity Undermine Public Goods Provision?" *American Political Science Review*. 10/4: 709-725.
2. Alberto Alesina, Stelios Michalopoulos, and Elias Papaioannou. 2016. "Ethnic Inequality" *Journal of Political Economy*. 124/2: 428-488-725.

3. Marianne Bertrand and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination," *The American Economic Review* 94/4:991-1013.
4. Jessica Trounstein. 2020. "The Geography of Inequality: How Land Use Regulation Produces Segregation," *American Review of Political Science* 114(2): 443-455.

### **Week 13 – 11/17 – Political Economy of Gender**

1. Claudia Goldin. 2014. "A Grand Gender Convergence: Its Last Chapter," *American Economic Review* 104/4: 1091-1119.
2. Alberto Alesina, Paola Giuliano, and Nathan Nunn. 2013. "On the Origins of Gender Roles: Women and the Plough," *Quarterly Journal of Economics*. 128(2): 469-530.
3. Torben Iversen, Frances McCall Rosenbluth, and Øyvind Skorge. (2020) "The Dilemma of Gender Equality: How Labor Market Regulation Divides Women by Class," *Daedalus*. 149/1: 86-99.
4. Iain Osgood and Margaret Peters. 2017. "Escape through Exports? Women-Owned Enterprises, Discrimination, and Global Markets," *Quarterly Journal of Political Science* 12/2:143-183.

### **11/24 – Fall Break – NO CLASS**

### **Week 14 – 12/1 – Foreign Aid**

1. Sarah Blodgett Bermeo, 2021. "Foreign Aid" in Jon C. W. Pevehouse and Leonard Seabrooke, editors, *The Oxford Handbook of International Political Economy*. Oxford University Press.
2. Axel Dreher, Jan-Egbert Sturm, and James Vreeland. 2009. "Development Aid and International Politics: Does Membership on the UN Security Council Influence World Bank Decisions?" *Journal of Development Economics* 88/1:1-18.
3. Randall Stone. 2008. "The Scope of IMF Conditionality" *International Organization*, 62(4): 589-620.
4. Michael Findley, Adam Harris, Helen Milner, and Daniel Nielson. 2017. "Who Controls Foreign Aid? Elite versus Public Perceptions of Donor Influence in Aid-Dependent Uganda," 71/4: 633-663.
5. The Economist. Misplaced Charity. The Economist, June 11, 2016.

Strongly suggested to help understand terms and concepts:

"What's the Purpose of Foreign Aid?" Council on Foreign Relations. [[3 min video](#)]

### **Week 15 – 12/8 – Group Project Workshop to finalize policy memo**

#### **(Group policy memo due – 12/9!)**

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All additional UT Dallas Syllabus Policies apply and may be found at:  
<http://go.utdallas.edu/syllabus-policies>

*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor. The most up-to-date version of the syllabus will always be available on the eLearning course homepage.*