

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Fall 9-1-2007

PSC 463.01: Development Administration

Paul Haber

University of Montana - Missoula, paul.haber@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Haber, Paul, "PSC 463.01: Development Administration" (2007). *University of Montana Course Syllabi*. 6693.

<https://scholarworks.umt.edu/syllabi/6693>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

DEVELOPMENT ADMINISTRATION

Professor Paul Haber
University of Montana

tel: 243-4862

paul.haber@umontana.edu

Political Science Department, course #463
Fall 2007

Meets: Monday 4:10-6:30 in LA 334

Office Hours: Tuesday and Thursday 12:30-2:00 and by appointment

Required texts (available for purchase at university bookstore and elsewhere):

Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Oxford University Press, 2007.

Roger Riddell, *Does Foreign Aid Really Work?* Oxford University Press, 2007. Oxford University Press, 2007.

Stephen Smith, *Ending Global Poverty*. Palgrave Macmillan, 2005.

This course will focus on foreign aid as a component of US foreign policy. This topic has rather recently become a topic of intense interest in the academic and policy worlds as well among a significant portion of the public. The reasons for this are many. Among the most important is the global campaign to significantly reduce severe poverty in the first quarter of the 21st century, an initiative sponsored by the United Nations known as the Millennium Development Goals. Another important impetus to the elevation of foreign aid to a level of interest not seen since the early 1960s when President Kennedy elevated interest with a policy known as the Alliance for Progress and the establishment of the Peace Corps, is the US government response to 9/11. Perhaps most importantly, is that the Bush Administration chose to go to war in Iraq as part of the newly announced War on Terrorism. The widely perceived failure of this effort has led to a serious rethinking of how best to respond to threats against US security. The possibility that foreign aid might play a significantly more important role than in the past has stimulated a host of books and reports designed to assess this possibility and to present ways in which foreign aid might be reformed so as to be more successful than it has been in the past.

In this course, we will together read several of these studies. Your responsibility as students will be to carefully read these works and contribute your questions and comments concerning them to class discussion. You will also be required to demonstrate your understanding of this material in exams. Excellent or A grade work is demonstrated by both a solid understanding of the arguments presented in our reading as well as the ability to question and analyze this work. Good or B grade work is demonstrated by a solid understanding of the arguments presented in our reading. Satisfactory work is demonstrated by a satisfactory understanding of the arguments presented while D work is unsatisfactory. The quality of your work (your grade) will be measured equally between the following three components: 1) Exam 1; Exam 2; and attendance, class participation, homework assignments, and in-class assignments.

There is a large amount of reading in this class and students are expected to have read the material before class and to come to class prepared to ask questions and make comments that pertain to it. As we progress in the class, this expectation will include making connections between the readings, noting similarities and differences, and striving to understand and evaluate the causes and implications of the differences.

Schedule and reading assignments

August 27	Introduction
September 3	Collier, Preface and Parts 1-3
September 10	Collier, Parts 4-5
September 17	Riddell, Part 1
September 24	Riddell, Part 2
October 1	Riddell, Part 3, chapters 10-15
October 8	Riddell, Part 3, chapters 16-19
October 15	Riddell, Part 4
October 22	Exam 1
October 29	Smith, Introduction and chapters 1-7
November 5	Smith, chapters 8-16
November 12	Holiday (Veterans Day)
November 19	To be announced
November 26	To be announced
December 3	To be announced

Final Exam slot: Monday December 10, 5:30-7:30