

**Lectures** on TuTh from 9:30 am to 10:59 am over zoom at <https://berkeley.zoom.us/j/98785214632?pwd=bHMyRmowVUIZb09yYitxaGJuVktyQT09>, Meeting ID: 987 8521 4632, Passcode: 733879, or at Anthro/Art Practice Bldg 155, with Bruno Meyerhof Salama, [brunosalama@law.berkeley.edu](mailto:brunosalama@law.berkeley.edu). **The first two weeks of instruction are expected to take place exclusively over zoom.**

**Office Hours** on Mondays 9-10am via Skype. To schedule a meeting, just add brunosalama18 over Skype and send a message.

**GSI** is Doug Sangster, [doug.sangster@berkeley.edu](mailto:doug.sangster@berkeley.edu).

**Summary.** The course examines the role of law and institutions in promoting development in the developing world. The main topics include: competing conceptions of development; theories of economic growth; the relationship between democracy and development; public administration, and corruption; competing theories of the role of law in development; discussions about ethnic conflicts; land and property rights reform; infrastructure and development; state-owned enterprises; state intervention and market forces; foreign investment and trade policy; and the role of foreign aid and international institutions in development.

**Basic bibliography.** The textbook is Michael J. Trebilcock and Mariana Mota Prado's *Advanced Introduction to Law and Development*, 2<sup>nd</sup> ed., Edward Elgar, 2021. Other texts and materials will be made available over the course website or will be mentioned or discussed during lectures.

#### **Grading.**

- Two term papers (45% of total grade each)
- Participation in discussion section: 10%

**Instructions for Term Papers.** Write a paper that explores an idea discussed in the course. **The tentative due dates are April 11 and May 11, 2021.** The precise content of the paper is free and should ideally be previously discussed with your GSI and, if necessary, with the professor as well.

- Format: This paper is expected to be 7-10 pages not including: front page, an optional appendix for graphs or other notes, and a required bibliography for source material. Use 12-point Times New Roman, 1.5 spaced with 1-inch margins.
- Don't forget to include a title for your paper and to write your name and section number at the top of the page

#### **To help and complement your independent research:**

- **GSI discussion sessions will be mostly devoted to helping you** find a topic and bibliography, refine your arguments, improve your writing, and generally perfect the term paper
- Feel free to post relevant questions concerning the term paper online
- In response to students' queries, the professor may post additional bibliography or other suggestions
- Sample papers from previous editions of this course have been made available at the course website.

**Notice:** the GSI will hold workshops geared towards helping students craft their arguments and paper. However, the GSI is not expected to read students' papers before the due date. The goal is to have the GSI comment on outlines, with a focus on the theses, topic sentences, and sources.

### Grading rubric

<b>Understanding and Creativity of Topic:</b> How clearly and thoroughly you demonstrate your understanding of your topic		
<i>Unsatisfactory</i> The student fails to justify, or poorly justifies, their opinion and demonstrates a poor understanding of their topic, presenting ideas about key concepts in an incoherent or confusing manner.	<i>Satisfactory</i> The student demonstrates a good understanding of their topic, using research material to provide coherent support for arguments in the paper.	<i>Excellent</i> The student demonstrates an excellent, clear understanding of their topic, as described in a number of arguments in the paper. There is depth and breadth in those arguments, which are made coherently.
<b>Structure, Clarity, and Cohesion:</b> How clearly you articulate arguments		
<i>Unsatisfactory</i> The paper is organized incoherently. Thoughts are disorganized. It is not clear what the thesis of the paper is, and/or there is significant disconnect between the arguments and the thesis.	<i>Satisfactory</i> The paper is organized coherently. There is a clear structure, including an identifiable thesis and logical flow, but some aspects of the paper are unclear or poorly structured.	<i>Excellent</i> The structure of the paper is excellent, and ideas are articulated concisely and intuitively, in an ordered manner. There is a clear introduction, thesis, and conclusion, with a logical and coherent flow of argumentation throughout the paper.
<b>Opposing Arguments and Persuasiveness:</b> How thoroughly you address, analyze, and refute arguments against your opinion		
<i>Unsatisfactory</i> The student demonstrates a poor understanding of opposing arguments, either failing to present them at all, or presenting them in an incoherent manner.	<i>Satisfactory</i> The student makes at least one supported counter-argument, and refutes that argument systematically and coherently.	<i>Excellent</i> The student demonstrates a good understanding of a number of opposing arguments, presenting them coherently, and with appropriate evidence. The student refutes these arguments systematically and convincingly.
<b>Research and Thoroughness:</b> How well you integrate appropriate and compelling research into your paper		
<i>Unsatisfactory</i> The paper is poorly and narrowly referenced. If research is included at all, it is in an incoherent or	<i>Satisfactory</i> The paper is referenced adequately but not comprehensively. The paper includes appropriate	<i>Excellent</i> Arguments in the paper are comprehensively and accurately referenced. There is

confusing manner.	research, although the integration of this information is neither exhaustive nor seamless.	broad integration of compelling research. The integration of this information is intuitive and seamless. <u>Notice:</u> relying primarily on class materials is fine.
<b>Grammar and Citations:</b> How concise, free of typos/spelling errors, and grammatically correct your paper is		
<i>Unsatisfactory</i> Grammar /spelling are poor.	<i>Satisfactory</i> G&S are of a good standard.	<i>Excellent</i> G&S are mostly flawless.

**How this rubric relates to your paper grade:** You can assume that a paper receiving Unsatisfactory scores will receive a C or below, a paper that Satisfactorily meets the requirements of the assignment will receive in the B range, and an Excellent paper will receive in the A range.

**Final observations:**

- **Thoroughness:** your paper gets better as you research more on the topic.
- **Clarity:** take time to review/rewrite your paper and ensure that there are no grammatical errors.
- **Creativity:** write something that is not completely obvious.
- **Cohesion:** write arguments that don't contradict each other.
- **Citations:** cite your sources in footnotes that can be easily accessed by the professor.

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