

## **INTL 4320: Politics of Development**

Department of International Affairs

University of Georgia

Spring 2017

M/W/F 2.30-3.20 pm

219A Peabody Hall

### **Instructor:**

Dr. Laura Zimmermann

Assistant Professor in International Affairs and Economics

Email: [lvzimmer@uga.edu](mailto:lvzimmer@uga.edu)

Office: 318 Candler Hall and 526 Brooks Hall

Office Hours: W 3.30-5.30pm (526 Brooks Hall)

Contact Notes: The best way to contact me is via e-mail.

### **Course Description and Pre-Requisites**

How democracy, free markets, and other competing political and economic models can be applied to the specific development needs of nations around the world.

Pre-Requisites: INTL 3200 or INTL 3300 or permission of department

### **Course Objectives**

The course is designed to help students:

1. To enhance the ability to identify and analyze vital issues and problems associated with the process of developmental social and political change.
2. To enhance the ability to articulate ideas for problem solving through policy recommendations.
3. To enhance the capability to develop coherent and documented opinions on public issues.

### **Course Topics Outline**

This course provides students with an understanding of how political factors influence development experiences worldwide. We will analyze the benefits, strategies, and problems domestic actors like the government, the people, and non-state actors face in developing countries today, and how they interact with those of international players such as foreign donors and the international community. We will also look at the importance of factors like history and institutions, and at how various theories of development explain the experiences of developing countries.

Throughout the course, we will deal with questions such as: What are important challenges for development in developing countries? How do they differ across countries, and why are some countries more successful than others? What can governments do to improve the welfare of their citizens and when/why are they ineffective? How do we know what “works” and what does not? How can we make development aid more effective?

### **Materials**

The readings for the class will be largely based on recent journal articles, and among the most important goals of the course are the abilities to understand some of the most commonly used theoretical concepts and empirical techniques in current research, to synthesize information and ideas from different sources, and to strengthen critical thinking abilities. The readings will be combined with additional materials in class. There is one required textbook for the course:

**Monika Krause (2014). The Good Project: Humanitarian Relief NGOs and the Fragmentation of Reason. Chicago: University of Chicago Press.**

All other readings for the course will be available online through eLearning Commons or are on reserve at the main library.

If you are interested in reading more about development issues, some recommendations for further reading are:

- Abhijit Banerjee and Esther Duflo (2011). *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*.
- William Easterly (2002). *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. Cambridge, MA: MIT Press.
- Paul Collier (2008). *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It*. New York: Oxford University Press.
- Chris Blattman's blog and the World Bank Development Impact Blog are also excellent places to remain up to date with recent development economics debates. Outlets like *The Economist* regularly publish news stories from around the world.

### **Course Requirements**

#### *Reading and participation*

Unless mentioned otherwise in class, I expect you to have completed all required readings prior to the class in which they are scheduled to be discussed. A tentative reading schedule on eLC gives you the projected dates for each reading, and a reading guide document will be up on eLC for each reading to give you specific questions to focus on to prepare for the lecture. I will present other materials in class to complement the assigned readings and to put individual papers into perspective. As we will build up a system with a number of actors from individual building blocks, we will often refer back to older material and link new concepts to ideas we have already encountered. This means that you will benefit from doing the readings carefully, from taking notes on readings and in-class discussions throughout the semester, and from participating in class.

#### *Exams*

There will be two midterms and a final, making up 40% (2 x 20%) and 35% of your final grade, respectively. Their dates are given in the schedule below. All exams are cumulative. Exam materials will be drawn from both the assigned readings and the material covered in class.

#### *Assignments and Discussion Post*

There will be three homework assignments, making up 5%, 5% and 10% of your final grade, respectively. The assignments will be based on the assigned readings, classroom materials and discussions and are intended to help you deepen your understanding of technical concepts and to hone your critical thinking skills. All assignments will be posted on eLC. The assignment deadlines are given in the schedule below.

Additionally, every student will write a discussion post on a topic for one developing country (Democratic Republic of Congo, Ethiopia, Haiti, India or Indonesia), which will be posted in the eLC discussion forums for the course. The discussion post counts for 5% of the final grade. A signup sheet with topics will be posted on eLC, the due date is given in the schedule below.

### **Grades**

### *Grade Breakdown*

Blog post: 5%  
Assignments: 20%  
Midterm exams: 40%  
Final exam: 35%

### *Grade Scale*

A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	60 – 69
F	0 – 59

However, the instructor reserves the right to change the letter grade cutoffs.

## **Policies**

### Attendance and Classroom Etiquette

#### Attendance Policy

Lecture attendance is mandatory. An important part of class time will be spent on in-class activities like discussions and short video clips, which will be exam relevant. More than three unexcused absences will lead to a 1/3 grade reduction (e.g. from a B+ to a B), and every additional unexcused absence will be treated similarly. After any excused or unexcused absence, it is your responsibility to get another student's notes for the class you missed. The attendance record will be updated regularly. You can view your own attendance record at any point by clicking on the attendance button in the eLC navigation bar on the INTL 4320 course page (top right corner).

### Students with Disabilities

Students with disabilities should approach me in the first week of classes to discuss accommodation options for class meetings, assignments and exams.

### Academic Honesty

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: [www.uga.edu/honesty](http://www.uga.edu/honesty). Students are responsible for informing themselves about those standards before performing any academic work. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. You should expect severe punishments for cheating on exams, plagiarism, trying to pass off someone else's work for your own, and other unethical academic conduct. I will report all cases to the responsible university authorities. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

## Changes to the Syllabus

The course syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary. Students are expected to read the class policies and requirements carefully.

## Assignment Deadlines

Assignments and discussion posts need to be turned in by the beginning of class on the due date. If there is a known conflict with the assignment deadlines, you must approach me in the first week of classes. Late assignments will not be accepted.

## Make-Up Exams

Midterm and final exam dates are fixed and students are expected to take the exams on these dates. If there is a known conflict with the exam times, you must approach me in the first week of classes.

No make-up exam will be given unless you have documentation of a serious emergency that prevented you from taking the exam in the allotted time window, such as a serious illness or family tragedy. Every attempt should be made to contact me as soon as possible that you will miss the exam, and documentation must be provided as soon as possible.

## Grade Appeals

If you think that your assignment or exam has been graded wrongly, you can submit a written justification to appeal your grade. Appeals will be accepted only in writing and only in the class session after the class in which the assignment or exam was returned and must be accompanied by the original copy of the assignment or exam. Note that I will not accept comparisons to other students' work as a valid explanation. I will re-grade your work after receiving your appeal, and determine a final grade which may be higher, lower, or the same as your original grade.

If you just have questions about evaluation criteria or about how to improve your performance in the course, I am always willing to meet with you to discuss these issues.

## Schedule

### Assignment Deadlines and Exam Dates

Discussion post	January 27
Assignment 1	February 3
Midterm I	February 17
Assignment 2	March 3
Midterm II	March 17
Assignment 3	April 14
Final Exam:	May 3, 3.30-6.30pm

### Selected Topics and Readings

#### NGOs and Utility Maximization

Krause, Monika (2014). Chapter 1 (pp. 14-38)

Krause, Monika (2014). Chapter 2 (pp. 39-69)

#### The Politics of the Poverty Line

Subramanian, S. (2012). *The Poverty Line*, Oxford India Short Introductions, Oxford University Press, pp 22-26.

Vltchek, Andre (2012). *Indonesia – Archipelago of Fear*, Pluto Press, London, pp 53-61.

#### History

Alesina, Alberto, William Easterly, and Janina Matuszeski (2011). Artificial States. *Journal of the European Economic Association*, 9 (2): 246–277.

Pisani, Elizabeth (2014). *Indonesia Etc.* W. W. Norton & Company, London, pp. 1-28.

#### Institutions

Hariri, Jacob Gerner (2012). The Autocratic Legacy of Early Statehood, *American Political Science Review*, 106(3): 471-494.

Van Reybrouck, David (2014). *Congo – The Epic History of a People*, HarperCollins Publishers, New York, pp. 29-55.

#### Ethnicity and Public Good Provision

Franck, Raphael, and Ilia Rainer (2012). Does the Leader's Ethnicity Matter? Ethnic Favoritism, Education, and Health in Sub-Saharan Africa, *American Political Science Review*, 106(2): 294-325.

Habyarimana, James, Macartan Humphreys, Daniel Posner and Jeremy Weinstein (2007). Why Does Ethnic Diversity Undermine Public Goods Provision?, *American Political Science Review*, 101(4): 709-725.

#### Voting, Clientelism, Programmatic Politics

Drazen, Allen and Marcela Eslava (2010). Electoral Manipulation via Voter-Friendly Spending: Theory and Evidence, *Journal of Development Economics*, 92: 39-52.

Finan, Frederico and Laura Schechter (2012). Vote-Buying and Reciprocity, *Econometrica*, 80(2): 863-881.

Leonard Wantchekon (2003). Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin, *World Politics*, 55: 399-422.

Manacorda, Marco, Edward Miguel, and Andrea Vigorito (2011). Government Transfers and Political Support, *American Economic Journal: Applied Economics*, 3(3).

#### Media and the Politics of Famine

Franks, Suzanne (2014). Ethiopian famine: how landmark BBC report influenced modern coverage, *The Guardian* newspaper.

Radha Iyengar, Jonathan Monten (2008). Is There an “Emboldenment” Effect? Evidence from the Insurgency in Iraq, working paper.

#### Voting, Information, and Accountability

Eifert, Benn, Edward Miguel, and Daniel Posner (2010). Political Competition and Ethnic Identification in Africa, *American Journal of Political Science*, 54(2): 494-510.

Ichino, Nahomi and Noah Nathan (2013). Crossing the Line: Local Ethnic Geography and Voting in Ghana, *American Political Science Review*, 107(2): 344-361.

#### Conflicts, Insurgency, Government

Vanden Eynde, Oliver (2011). Targets of Violence: Evidence from India’s Naxalite Conflict, working paper.

## Corruption

Burgess, Robin, Matthew Hansen, Benjamin Olken, Peter Potapov, Stefanie Sieber (2012). The Political Economy of Deforestation in the Tropics, *Quarterly Journal of Economics*, 127(4): 1707-1754.

## Development aid

Faye, Michael and Paul Niehaus (2012). Political Aid Cycles, *American Economic Review*, 102(7): 3516–3530.

Taylor, Ian (2006). China's Oil Diplomacy in Africa, *International Affairs*, 82(5): 937–959.

Easterly, William (2006). Planners vs. Searchers in Foreign Aid, *Asian Development Review*, 23(2): 1-35.