

INTL 4320: Politics of Development

Department of International Affairs

University of Georgia

Spring 2019

T/Th 9.30-10.45am

147 Zell B Miller Learning Center

Instructor:

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Office Hours: W 3-4pm (B410 Amos 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. All 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.
- The World Bank Development Impact Blog and VoxDev 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 in preparation 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. To facilitate this process, there will be a number of quizzes on the assigned reading, counting for 10% of your final grade. Participation in class discussions and activities also make up 10% of your final grade.

Exams

There will be one midterm and a final, making up 25% and 40% 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

There will be three homework assignments, making up 15% of your final grade. 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. They will also allow you to become comfortable with the types of questions asked on the exams. All assignments will be posted on eLC. The assignment deadlines are given in the schedule below.

Grades

Grade Breakdown

Quizzes: 10%

Class Participation: 10%

Assignments: 15%

Midterm exam: 25%

Final exam: 40%

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 one full grade reduction (e.g. from a B+ to a C+). 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. 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. 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

Assignment 1	February 5
Assignment 2	February 26
Midterm	March 7
Assignment 3	April 18
Final Exam:	May 7, 8:00 - 11:00 am

Selected Topics and Readings

Optional: *

Political Leaders and Their Identity

Easterly, William (2011). Benevolent Autocrats. Working Paper

George, Siddharth Eapen and Dominic Ponattu (2019). Like Father, Like Son? The Effect of Political Dynasties on Economic Development. Working Paper

Franck, Raphael, and Iliia 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.

Chattopadhyay, Raghabendra and Esther Duflo (2004). Women as Policy Makers: Evidence from a Randomized Policy Experiment in India, *Econometrica*, 72(5): 1409-1443.

Government Policy and Government Failure

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.

Hanna, Rema, Gabriel Kreindler, and Benjamin A Olken (2017). Citywide Effects of High-Occupancy Vehicle Restrictions: Evidence from “Three-in-One” in Jakarta, *Science*, 357(6346): 89-93.

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.

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

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.

Jeong, Dahjeon, Ajay Shenoy, and Laura Zimmermann (2018). Are Transparency and Accountability Enough? Open Corruption and Why It Exists. Working Paper.

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.

Sachs, Jeffrey (2014). The Case for Aid, *Foreign Policy*.

*Moyo, Dambisa (2010). *Dead Aid*, Farrar, Strauss and Giroux, New York.

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.

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.

The Changing Face of Disaster Response

Farmer, Paul (2011). *Haiti after the Earthquake*, Perseus Books Group, New York, pp 6-53.

Meier, Patrick (2015). *Digital Humanitarians – How BIG DATA Is Changing the Face of Humanitarian Response*, CRC Press, Boca Raton, pp 1-24.