

INTL 4320: Politics of Development

Department of International Affairs

University of Georgia

Spring 2021

T/Th 11:10-12:25pm

109 Sanford Hall

Instructor:

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

Virtual Office Hours via Zoom: Tuesdays, 2-3pm. The Zoom link is available on eLC.

Course Objectives and Student Learning Outcomes

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?

By the end of this course, you should be able to

1. analyze real-life political situations by setting up a system of actors and finding the current equilibrium
2. propose policy changes that could lead to better development outcomes
3. discuss the role leaders, history, and political dynamics play in the development process
4. evaluate and critique empirical research papers on the politics of development

Course Description as on UGA Bulletin

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, INTL 3200E or INTL 3300

Not open to students with credit in INTL 4320S, SOCI 4320S

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 during class time. All readings for the course will be available online through eLearning Commons (eLC).

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 politics of development debates. Outlets like *The Economist* regularly publish news stories from around the world.

Course Format

This class will operate in a hybrid form between face-to-face instruction and remote learning, and lectures will be primarily synchronous (i.e. occur “live” during our scheduled class time).

Classroom Setup

Classrooms have been re-designed to ensure that individuals are able to maintain social distancing in the classroom. Students should not move chairs or barriers in classrooms and should socially distance at all times, leaving a 6 foot radius from other people. Remember to leave enough space when entering and exiting a room, and not to crowd doorways at the beginning or end of class.

Rotation Groups

The social distancing requirement reduces the number of seats that can be used in the classroom. You will be able to sign up for in-person or online attendance for each lecture on eLC via the Attendance Preference widget on our eLC course page.

Class Recording

Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through eLC for this course and are not to be copied, shared, or distributed. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments. If the instructor plans any other uses for the recordings beyond this class, students identifiable in the recordings will be notified to request consent prior to such use.

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. This also applies to the recording of Zoom meetings. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.

- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

First Day of Class

To ensure that everyone can get to know each other, learn more about the course, and ask questions, we will hold the first lecture (1/14) synchronously online on Zoom. I will introduce myself and the course, and answer any questions you may have about the syllabus, logistics or course content. We will also use Zoom's breakout groups for a short group activity that will give you a preview of course material and allow you to get to know some of your classmates. Please find the Zoom link to join the meeting in the dated Lecture 1 folder on eLC.

Delivery Mode for Exams and Office Hours

All exams will be held online on eLC. All office hours will be held online via Zoom.

Anticipated Challenges

If you have specific concerns or expect specific challenges that will affect your class performance, please get in touch with me as soon as possible.

International Students

If you are an international student and are unable to make it to campus due to COVID-19-related travel restrictions, please make sure to contact UGA's International Student Life department at isl@uga.edu as soon as possible. In addition, please get in touch with me to discuss any necessary adaptations and to ensure that I am aware of any complications or challenges (e.g. due to time zone, internet connectivity).

Class Materials

All lecture slides and class materials will be available on eLC.

All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructor and cannot be reproduced or sold without prior permission from the instructor. A student may use the material for reasonable educational and professional purposes extending beyond class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

Technology Requirements

The Welcome Module on eLC contains student resources and instructions regarding technology and used software programs.

Course Requirements

Reading and Quizzes

On eLC, you will find a folder for each lecture. It contains the tentative reading for that day, and a reading guide document is 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 discussions throughout the semester, and from participating actively. To facilitate this process, there will be a number of quizzes on the assigned readings, counting for 10% of your final grade. All quizzes should be completed on eLC before the start of the class they apply to, no matter which delivery mode (face-to-face, remotely) you will be participating in that day. This will help you stay on track in the class. While you are welcome to work with other students on the readings, every student should take their own quiz. Short-answer responses will be checked for excessive similarity.

Exams

There will be two midterms and a final, making up 15%, 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”. All exams will be held online on eLC on the assigned dates during our normal class time or the assigned final exam slot. If there are any known conflicts, or if there are specific challenges you anticipate with this arrangement, please contact me as soon as possible. The exams will use the Respondus Lockdown Browser function on eLC. The exams will be open book, but the Respondus Lockdown Browser prevents access to websites or eLC resources for the duration of the test. Students will be able to access a test version of the online exam before the exam itself to familiarize themselves with the setup and to troubleshoot technological difficulties.

Collaborating on exam questions with other students, sharing exam questions with other students, posting exam questions to an online website, and other similar behaviors count as academic misconduct and will be treated as such.

Assignments

There will be two homework assignments, making up 10% of your final grade. The assignments will be based on the assigned readings, video 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 and should be submitted in the corresponding eLC dropbox folder. The assignment deadlines are given in the schedule below.

Attendance Policy and Class Participation

There is no mandatory attendance requirement for the course, but please note that I will be able to see whether you have engaged with the provided material (e.g. watched videos or read posted material). Regularly accessing the eLC material is indispensable for keeping up with the course.

Class participation counts for 10% of the course grade. The participation grade has two components.

Warm call answers (5%): Every student will occasionally be asked to answer a question or to provide some information during class time. This may include offering a brief summary of an assigned reading, for example, or to provide an explanation of a key concept. You will be informed of the topic and that you will be called upon during class time in advance. Answering the warm call by speaking up (in the classroom or on Zoom) is preferred, but you can also write your answers into the Zoom chat.

Participation in class discussion (5%): Asking questions about the material and contributing to classroom discussion is an important part of the learning process in this course. As would be the case in a traditional classroom setting, consistently high-quality (i.e. thoughtful, nuanced and/or creative) comments and questions will lead to the highest participation grade. You can participate by speaking up in class or by posting in the Zoom chat.

Grades

Grade Breakdown

Quizzes: 10%

Class Participation: 10%

Assignments: 10%

Midterm exams: 35%

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 and Resources

Students with Disabilities

I am committed to making sure my course and materials are affirming of students living with disabilities. If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by calling 706-542-8719 (voice) or by visiting <http://drc.uga.edu>. Please do so as early as possible to ensure that accommodation for materials and exams can be made.

Academic Honesty

As a University of Georgia student, you have agreed to abide by the University's Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others". A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi

All academic work must meet the standards described in "A Culture of 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.

Mental Health and Wellness Resources

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress, anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of free workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

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.

Homework Assignments

Assignments need to be turned in online in the corresponding dropbox folder on eLC by the due date. Please check the instructions on eLC for details.

Make-Up Exams

Midterm and final exam dates are provided below and students are expected to take the exams on these dates. If there is a known conflict with the exam dates, or if you experience an important shock, please approach me as soon as possible. No make-up exam will be given without an important reason that prevented you from taking the exam in the allotted time window. Every attempt should be made to contact me as soon as possible that you will miss the exam, and (if applicable) any available documentation must be provided as soon as possible.

Grade Appeals

If you think that your homework 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 week after the assignment or exam was returned. 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.

COVID-19 Adjustments

Please read the following information carefully.

Face Covering and Social Distancing Policy

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions— requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck

In the best interest of the health and safety of our community, all faculty, staff and students should self-monitor and acknowledge that they are not aware that they have signs or symptoms of COVID-19 prior to coming to campus each day. Students should stay home when they have a fever or show other symptoms that may be COVID-19 related. Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>.

COVID-19 Information

For a wealth of resources and frequently asked questions related to COVID-19 and campus services, please see <https://coronavirus.uga.edu/information-for/students/>.

For COVID-19 UGA Health and Exposure Updates please see <https://uhs.uga.edu/healthtopics/covid-19-health-and-exposure-updates>.

- *What do I do if I have symptoms?*

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please **DO NOT** walk-in. If you are experiencing any symptoms associated with COVID-19, **DO NOT** attend the face-to-face component of this class.

For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

- *What do I do if I am notified that I may have been exposed?*

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

- *How do I get a test?*

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

- *What do I do if I test positive?*

Any student with a positive COVID-19 test is **REQUIRED** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Schedule

Important Deadlines: Homework, Midterms and Final Exam Dates

Assignment 1	February 11
Midterm 1	February 23
Assignment 2	March 9
Midterm 2	March 23
Final Exam:	May 6, 12-1.30pm

Selected Topics and Readings

Optional: *

For up-to-date information and details, please visit our eLC course page

Module 1: Introduction and the State of Economic Development

Lectures 1-2

Module 2: Benevolent Autocrats?

Lectures 3-5

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

Rizio, Stephanie and Ahmed Skali (2020). How Often Do Dictators Have Positive Economic Effects? Global Evidence, 1858-2010. *The Leadership Quarterly*.

Module 3: Does a Politician's Identity Matter for Policy Decisions?

Lectures 6-8

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

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

Franck, Raphael, and Ilija 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.

Module 4: Activity Module: Utility Maximization and Environmental Policy

Lecture 9

*Hanna, Reema, 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.

Module 5: Clientelism, Partisan Bias and Programmatic Politics

Lectures 10-13

Bussell, Jennifer (2019). Clients and Constituents – Political Responsiveness in Patronage Democracies, *Oxford University Press*, New York, pp.40-51.

*Stokes, Susan C., Thad Dunning, Marcelo Nazareno, and Valeria Brusco (2013). Brokers, Voters, and Clientelism – The Puzzle of Distributive Politics, *Cambridge University Press*, New York, pp. 6-18.

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).

Module 6: The Voter's Perspective: Voting, Information and Accountability

Lecture 14-15

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.

*Francois, Patrick, Ilia Rainer and Francesco Trebbi (2015). How Is Power Shared in Africa? *Econometrica*, 83(2): 465-503.

Module 7: An Introduction to Development Aid

Lectures 16-18

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

Li, Xiaojun (2017). Does Conditionality Still Work? China's Development Assistance and Democracy in Africa, *Chinese Political Science Review*, 2:201-220.

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

Dreher, Axel, Andreas Fuchs, Roland Hodler, Brad Parks, Paul A. Raschky and Michael J. Tierney (2019). Is Favoritism a Threat to Chinese Aid Effectiveness? A Subnational Analysis of Chinese Development Projects. CEPR Discussion Paper 13840.

Module 8: Activity Module: The Ethiopian Famine

Lectures 19-23

*Franks, Suzanne (2014). Ethiopian Famine: How Landmark BBC Report Influenced Modern Coverage, *The Guardian* newspaper.

Module 9: Suggestions for Development Aid Reform

Lectures 24-27

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.

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.

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

Module 10: The Long-Term Effects of History and Institutions

Lectures 28-30

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.

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.