

INTL 8340: Seminar in Developing Political Systems

Department of International Affairs

University of Georgia

Spring 2022

W 3:35-6:35pm

Room 117, 202 Herty Drive (IA Building)

Instructor:

Dr. Laura Zimmermann

Associate Professor in International Affairs and Economics

Email: lvzimmer@uga.edu

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

Office Hours: By appointment

Office Location: Room 318, 202 Herty Drive (IA Building) and B410 Amos Hall (Business Learning Community)

Course Objectives and Student Learning Outcomes

This course provides students with an understanding of how political factors influence development experiences worldwide. We start with exploring whether, and if so how, a leader's identity matters for economic development. We then focus on some of the most popular anti-poverty policies governments use and on how factors like (re-)election incentives, voting behavior, and corruption shape the incentives of politicians, voters and other actors in the process. In addition to domestic interactions, we will also explore the role that international actors like NGOs, migrants, donor countries and international organizations play. This will allow us to better understand the complex systems that developing countries operate in.

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, voters, and political dynamics play in the development process
4. understand and critique some of the most commonly used empirical research methods in recent quantitative political science research

Course Description as on UGA Bulletin

Theory of creating integrated, viable, modernizing political systems in a world of economic inequalities. The focus is on the kinds of political institutions that can help manage the social stress of racial, ethnic, cultural, social, economic, technological, and ideological diversity.

Not open to students with credit in POLS 8340

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, the *World Bank Development Impact Blog* and *VoxDev* are excellent places to remain up to date with recent debates on development issues. Outlets like *The Economist* regularly publish news stories from around the world, and *Economics and Political Weekly* provides an interdisciplinary view at current political, social and cultural issues in South Asia.

Course Requirements

Attendance Policy and Class Participation

As a graduate seminar, this course heavily relies on active learning and discussions during class time. Class participation therefore counts for 25% of the course grade. Students are expected to attend and participate in all of the class meetings. As would be the case in a traditional pre-pandemic classroom setting, consistently high-quality (i.e. thoughtful, nuanced and/or creative) comments and questions will lead to the highest participation grade. You are expected to have completed all of the assigned readings for a given lecture before coming to class and to be ready to discuss them. To facilitate this process, every student will post 2 questions or comments on eLC in the corresponding discussion thread for that day by 8pm on the day before class.

While not required, I strongly suggest that you take notes on the assigned readings as you do them and create your own summaries of the papers together with any questions. This will allow you to refer to these notes during class meetings.

Referee Report

An important part of the course is to learn how to read, understand and evaluate recent research in development, and we will build up an understanding of research design, concepts and practical real-life concerns throughout the semester. To allow you to practice this process, you will write a referee report on an assigned recent research paper. It will count for 15% of your final grade.

Research Design, Student Presentation and Peer Feedback

The main assignment in this course is a research design. You will give a short presentation on your research idea during class time. In addition to feedback from me, 2 other students in the class will be assigned to provide peer feedback on your research idea and presentation. Important here is the provision of constructive feedback. The presentation and provision of peer feedback to other students will count for 10% each of your final grade.

At the end of the semester, you will submit the completed research proposal, which makes up 40% of your final grade. A research design is not a research paper. In contrast to a paper, a research design allows you to talk about the research you would like to carry out without actually having to complete the analysis. Nevertheless, a research design needs to include the following pieces: a tractable and sufficiently motivated research question; a conceptual framework and/or a set of hypotheses that would allow you to answer your research question; a literature review on your topic; a description of the dataset and/or variables you would need to analyze your research question; a careful explanation of a suitable empirical research design and how it affects internal

and external validity; a short description of the results that you expect to find and (if applicable) thoughts on whether/how alternative explanations for your results could be addressed.

Late Assignments

Students are expected to submit the assignments on the dates given in the schedule below by the deadline. I will not accept late assignments unless you experience an important shock or emergency. In that case, please approach me as soon as possible.

Grades

Grade Breakdown

Class participation:	25%
Referee report:	15%
Student presentation on research proposal idea:	10%
Peer feedback on student presentations:	10%
Research proposal:	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.

Covid-19 Policies and Resources

Monitoring conditions:

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office. For the latest on UGA policy, you can visit coronavirus.uga.edu.

Course Format and COVID-19 Adjustments

This class will operate as an in-person class with face-to-face instruction. We will follow UGA policy about any COVID-19-related adjustments that may be necessary throughout the semester. For COVID-19 related accommodations to class attendance please contact the Disability Resource Center (DRC).

Face Covering

Following guidance from the University System of Georgia, face coverings are strongly recommended for all individuals while inside campus facilities.

How can I obtain the COVID-19 vaccine?

- University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.
- The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>.
- In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I test positive for COVID-19?

If you test positive for COVID-19 at any time, you are required to report it through the DawgCheck Test Reporting Survey. We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation guidance and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

Other Policies and Resources

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. If you are an international student, UGA's International Student Life department may also be an important resource (contact: isl@uga.edu).

Students 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 course accommodations can be made.

Diversity, Equity, Inclusion, Preferred Name and Pronouns

This class welcomes the open exchange of ideas and values freedom of thought and expression. This class provides a professional environment that recognizes the inherent worth of every person. It aims to foster dignity, understanding, and mutual respect among all individuals in the class. Class rosters are provided to the instructor with the student's legal name. If you have a preferred

name and/or gender pronoun, please advise me of this preference early in the semester so that I may make appropriate changes to my records.

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, 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 & 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 to support your well-being and mental health: <https://well-being.uga.edu/>
- Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.
- The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>

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.

Class Recordings

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. 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.

Class Materials

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.

Homework Assignments

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

Grade Appeals

If you think that your assignment 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 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.

Schedule

Important Deadlines:

Referee Report:	February 23
Student Presentations:	March 16
Peer Feedback on Presentations:	March 23
Research Design:	April 27

Course Outline and Tentative Schedule

* Optional

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

Module 1: Introduction and Key Concepts

Lecture 1

Module 2: Leader Identity

Lecture 2

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 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.

Module 3: Affirmative Action and Leader Diversity

Lecture 3

Bhavnani, Rikhil R. and Alexander Lee (2021). Does Affirmative Action Worsen Bureaucratic Performance? Evidence from the Indian Administrative Service, *American Journal of Political Science*, 65(1): 5-20.

Karekurve-Ramachandra, Varun and Alexander Lee (2020). Do Gender Quotas Hurt Less Privileged Groups? Evidence from India, *American Journal of Political Science*, 64(4): 757-772.

Perskalla, Jan H., Adam Lauretig, Andrew S. Rosenberg and Audrey Sacks (2021). Democratization and Representative Bureaucracy: An Analysis of Promotion Patterns in Indonesia's Civil Service, 1980-2015, *American Journal of Political Science*, 65(2): 261-277.

* Krcmaric, Daniel, Stephen C. Nelson and Andrew Roberts (2020). Studying Leaders and Elites: The Personal Biography Approach, *Annual Review of Political Science*, 23: 133-151.

Module 4: (Mis-)Using Anti-Poverty Programs?

Lecture 4

De La O, Ana L. (2013). Do Conditional Cash Transfers Affect Electoral Behavior? Evidence from a Randomized Experiment in Mexico, *American Journal of Political Science*, 57(1): 1-14.

Zucco, Cesar Jr (2013). When Payouts Pay Off: Conditional Cash Transfers and Voting Behavior in Brazil 2002-10, *American Journal of Political Science*, 57(4): 810-822.

Zimmermann, Laura (2021). The Dynamic Electoral Returns of a Large Anti-Poverty Program, *Review of Economics and Statistics*, 103(5): 803-817.

Module 5: Clientelism

Lecture 5

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.

Cruz, Cesi, Julien Labonne and Pablo Querubín (2020). Social Network Structures and the Politics of Public Goods Provision: Evidence from the Philippines, *American Political Science Review*, 114(2): 486-501.

Sanford, Luke (2021). Democratization, Elites, and Public Goods: The Evidence from Deforestation, *American Journal of Political Science*, 65: 1-16.

* Hicken, Allen and Noah L. Nathan (2020). Clientelism's Red Herrings: Dead Ends and New Directions in the Study of Nonprogrammatic Politics, *Annual Review of Political Science*, 23: 277-294.

Module 6: Who Do Voters Vote for?

Lecture 6

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

Poertner, Mathias (2021). The Organizational Voter: Support for New Parties in Young Democracies, *American Journal of Political Science*, 65(3): 634-651.

Posner, Daniel N. (2004). The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi, *American Political Science Review*, 98(4): 529-545.

Module 7: Corruption I

Lecture 7

Brierley, Sarah (2020). Unprincipled Principals: Co-Opted Bureaucrats and Corruption in Ghana, *American Journal of Political Science*, 64(2): 209-222.

Corbacho, Ana, Daniel W. Gingerich, Virginia Oliveros and Mauricio Ruiz-Vega (2016). Corruption as a Self-Fulfilling Prophecy: Evidence from a Survey Experiment in Costa Rica, *American Journal of Political Science*, 60(4): 1077-1092.

Phillips, Trisha (2021). Ethics of Field Experiments, *Annual Review of Political Science*, 24: 277-300.

Module 8: Corruption II

Lecture 8

Chong, Alberto, Ana L. De La O, Dean Karlan and Leonard Wantchekon (2015). Does Corruption Information Inspire the Fight or Quash the Hope? A Field Experiment in Mexico on Voter Turnout, Choice, and Party Identification, *The Journal of Politics*, 77(1): 55-71.

Prakash, Nishith, Marc Rockmore and Yogesh Uppal (2019). Do Criminally Accused Politicians Affect Economic Outcomes? Evidence from India, *Journal of Development Economics*, 141: 102370.

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

Module 9: Student Presentations

Lecture 9

No assigned readings

Module 10: Conflict

Lecture 10

Fergusson, Leopoldo, Pablo Querubin, Nelson A. Ruiz and Juan F. Vargas (2021). The Real Winner's Curse, *American Journal of Political Science*, 65(1): 52-68.

Khanna, Gaurav and Laura Zimmermann (2017). Guns and Butter? Fighting Violence with the Promise of Development, *Journal of Development Economics*, 124: 120-141.

Tajima, Yuhki (2013). The Institutional Basis of Intercommunal Order: Evidence from Indonesia's Democratic Transition, *American Journal of Political Science*, 57(1): 104-119.

Module 11: Systems Theory

Lecture 11

Meadows, Donella H. (2008). Thinking in Systems: A Primer, Edited by Diana Wright, *Chelsea Green Publishing*, White River Junction, pp.11-35.

* Tsebelis, George (2002). Veto Players – How Political Institutions Work, *Princeton University Press*, Princeton.

* Stroh, David Peter (2015). Systems Thinking for Social Change: A Practical Guide for Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results, *Chelsea Green Publishing*, White River Junction.

Module 12: Machine Politics

Lecture 12

Brierley, Sarah and Noah L. Nathan (2021). Motivating the Machine: Which Brokers Do Parties Pay?, conditionally accepted at *Journal of Politics*.

Shenoy, Ajay and Laura Zimmermann (2021). The Workforce of Clientelism: The Case of Local Officials in the Party Machine, working paper.

* Grossman, Guy and Tara Slough (2022). Government Responsiveness in Developing Countries, *Annual Review of Political Science*, forthcoming.

Module 13: Development Aid

Lecture 13

Qian, Nancy (2015). Making Progress on Foreign Aid, *Annual Review of Economics*, 7: 277-308.

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

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

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

* Wright, Joseph and Matthew Winters (2010). The Politics of Effective Foreign Aid, *Annual Review of Political Science*, 13: 61-80.

Module 14: External Influence

Lecture 14

Clark, Richard and Lindsay R. Dolan (2021). Pleasing the Principal: U.S. Influence in World Bank Policymaking, *American Journal of Political Science*, 65(1): 36-51.

Mukherjee, Bumba and David Andrew Singer (2010). International Institutions and Domestic Compensation: The IMF and the Politics of Capital Account Liberalization, *American Journal of Political Science*, 54(1): 45-60.

Spence, Michael. (2021). Some Thoughts on the Washington Consensus and Subsequent Global Development Experience, *Journal of Economic Perspectives*, 35(3): 67-82.

Module 15: Refugees and Remittances

Lecture 15

Alix-Garcia, Jennifer, Sarah Walker, Anne Bartlett, Harun Onder and Apurva Sanghi (2018). Do Refugee Camps Help or Hurt Hosts? The Case of Kakuma, Kenya, *Journal of Development Economics*, 130: 66-83.

Escribà-Folch, Abel, Covadonga Meseguer and Joseph Wright (2018). Remittances and Protest in Dictatorships, *American Journal of Political Science*, 62(4): 889-904.

Lehmann, M. Christian and Daniel T. R. Masterson (2020). Does Aid Reduce Anti-Refugee Violence? Evidence from Syrian Refugees in Lebanon, *American Political Science Review*, 114(4): 1335-1342.

* Dancygier, Rafaela, Naoki Egami, Amaney Jamal and Ramona Rischke (2021). Hate Crimes and Gender Imbalances: Fears over Mate Competition and Violence against Refugees, *American Journal of Political Science*, 65: 1-15.