

INTL 4320: Politics of Development

Department of International Affairs

University of Georgia

Fall 2022

T/Th 12:45-2:00pm

313 Sanford Hall

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: 202 Herty Drive, Room 323 (IA Office) and B410 Amos Hall (Economics Office)

In-Person Office Hours: Wednesday, 2-3pm in B410 Amos Hall. I will also make a Zoom link for office hours 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.

Throughout the course, we will deal with questions such as: What are important challenges for development worldwide? What role do political factors play in the development process? 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 class readings will be largely based on journal articles. Among the most important goals for this course are the abilities to understand some of the most commonly used theoretical concepts and empirical techniques in current research, to synthesize information from different sources, and to strengthen critical thinking abilities. The readings will be combined with additional materials during

class time. Information on how to access 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 Requirements

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. Unless you have an approved accommodation for a change in exam length or format, all exams will be held in person 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 be closed book.

Homework Assignments

3 homework assignments will be assigned throughout the semester. They count for 15% of your final grade. The assignments will support your learning and understanding of the material and will help you stay on track in the course. 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 PDF, Word or JPEG/PNG format in the corresponding eLC dropbox folder. Their due dates are given in the schedule below.

Attendance Policy and Class Participation

There is no mandatory attendance requirement for the course.

Please note, however, that class participation counts for 15% of the course grade. Participation includes actively participating in class activities and asking questions. 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.

Reading and Notetaking

On eLC, you will find a folder for each lecture. It contains the relevant resources for that day, including any assigned readings. I will present other material in class to complement these resources. 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 classroom discussions throughout the semester, and from participating actively.

Grades

Grade Breakdown

Class Participation: 15%

Assignments: 15%

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

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 on any COVID-19-related adjustments that may be necessary throughout the semester.

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.

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

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.

Diversity, Preferred Name and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your 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 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 & 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.

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 **online** in the corresponding dropbox folder on eLC by the due date. Please check the instructions on eLC for details. Please upload your materials in PDF, Word or JPEG/PNG format.

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.

Schedule

Important Deadlines: Homework, Midterms and Final Exam Dates

Assignment 1	September 8
Midterm 1	September 22
Assignment 2	October 6
Midterm 2	October 20
Assignment 3	November 15
Final Exam:	December 8, 12-3pm

Course Outline and Assigned Readings

Optional: *

For up-to-date information and details, please visit our eLC course page. Additional material and resources, including the lecture slides, are available on eLC.

Module 1: Introduction and the State of Economic Development

Lectures 1-2

Module 2: What Does It Take to Be a “Good” Leader?

Lectures 3-6

Baker, John and Charles Baker (2017). *Servant Leadership: The Case of Nelson Mandela*, Sage Publications: Sage Business Case, <https://dx.doi.org/10.4135/9781473995918>.

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 7-8

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.

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

Module 4: Clientelism, Partisan Bias and Programmatic Politics

Lectures 9-13

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.

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

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.

*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.

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

Module 5: Connecting the Dots: Trinamool Congress in West Bengal

Lectures 14-16

Mukherjee, Jaydeep (2022). Bengal Assembly Election 2021: TMC Coping with Important Leaders Defecting, Sage Publications: Sage Business Case, <https://dx.doi.org/10.4135/9781529793994>.

Module 6: A First Overview of the Long Shadow of History

Lectures 17-19

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

Chigudu, Simukai (2021). ‘Colonialism Had Never Really Ended’: My Life in the Shadow of Cecil Rhodes, *The Guardian*.

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

Module 7: An Introduction to Development Aid

Lectures 20-22

*Radelet, Steven (2006). A Primer on Foreign Aid, *Center for Global Development Working Paper 92*.

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

Deaton, Angus (2009). Instruments of Development: Randomization in the Tropics, and the Search for the Elusive Keys to Economic Development, working paper.

Module 8: The Politics of Human Suffering: Two Case Studies

Lectures 22-26

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

*Farmer, Paul (2012). Haiti after the Earthquake. *Public Affairs*, New York, pp.6-52.

Module 9: Donor Motivations

Lectures 27-28

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 10: The Future of Development Aid?

Lectures 29-30

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.