INTL 8360: Government and Business

Department of International Affairs
University of Georgia
Spring 2024
W 3:00-6:10pm
Room 117, 202 Herty Drive (IA Building)

Instructor:

Dr. Laura Zimmermann
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Contact Notes: The best way to contact me is via e-mail.
Office Hours: By appointment
Office Location: Room 323, 202 Herty Drive (IA Building) and B410 Amos Hall (Business
                       Learning Community)

Course Objectives and Student Learning Outcomes

When, why and how do governments intervene in people's lives? In this class, we will explore the economic, social and political rationales for government regulation, with a focus on developing countries. We will analyze government policies in several sectors and how they interact with other policies and the specific local and cultural context. We will also consider implementation challenges, unintended consequences, and spillover effects from regulation in one area to other sectors.

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

1. discuss the rationale for government interventions based on economic, social and political motives, their likely direct and indirect effects, and how they interact in the broader system
2. understand and critique some of the most commonly used theoretical models and empirical research methods in recent quantitative research
3. discuss the nuanced roles leaders, voters, firms and political dynamics play in the development process
4. use conceptual, framework and systems thinking approaches to propose policy changes that could lead to better development outcomes

Course Description as on UGA Bulletin

Economic, social, and political bases for government intervention in market economies, comparative and/or American. Evolution of and justification for regulatory policies, the theoretical debate surrounding government regulations, case studies of specific regulatory programs, and alternatives to regulation.

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 concepts and models related to different kinds of government regulation, 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. Unless stated otherwise, 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. 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.

eLC Questions or Comments on Assigned Material
To facilitate the process of in-class discussion and learning, every student will post 2 questions or comments on eLC in the corresponding discussion thread for that day by 11:59pm on the day before class. They will count for 10% of the course grade. The best comments or questions will typically demonstrate one or more of the following: that the readings have been read and digested thoroughly; have been reflected on critically to identify shortcomings or raise nuanced questions; have been linked to one another or to prior course material in new and interesting ways.
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.

Homework Assignments
Two homework assignments will allow you to deepen your understanding of key concepts and the approaches of conceptual thinking, framework thinking, and systems thinking. They will also allow you to practice applying them to new contexts. They make up 25% of the final course grade.

Regulation Analysis
The main assignment in this course is to apply the different theoretical and practical approaches to government intervention to a topic of your own choice not covered in class. It will build on the homework assignments and counts for 40% of your final grade. The assignment should include the necessary background information on the specific piece of regulation or government intervention, as well as a brief justification for why the topic is important and a literature review on the issue. It should also contain a short description of the key stakeholders, each stakeholder's decision environment (goals, constraints, strategies), and a discussion of the direct and, if applicable, the likely indirect effects of the regulation and how these could be measured. Lastly,

the assignment should discuss any potential policy implications that arise from the analysis and what your analysis adds to the existing literature and/or policy debate on the topic.

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%
eLC questions or comments on assigned material:	10%
Homework Assignments:	25%
Regulation Analysis:	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.

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.

UGA Well-being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Disability Resource Center and Testing Services: drc.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting https://well-being.uga.edu.

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.

Use of AI Technologies
ChatGPT and other AI generators can be very useful tools for learning, research, and writing. We will encounter examples on AI-generated output and use cases throughout this semester. You are encouraged to use these tools in this class, but please be aware of AI limitations and practice critical thinking when applying AI to your own work. AI generators still make mistakes, so check claims against reliable sources. AI-generated output may be based on insufficient data, outdated data or otherwise biased because the data AI generators were trained on was biased against certain groups or lacked contributions from diverse communities. And the output you get depends importantly on the quality of your prompts, so be prepared to work iteratively and to refine your prompts as you learn. Use your best judgement to determine if and when to use these tools. They do not always make your tasks easier or better.
If you use AI generators for an assignment, please include a paragraph at the end, explaining what you used AI for and what prompts you used to get the results. This will be helpful for your own records and learning and is a good habit to build professionally for your future career to avoid charges of plagiarism or cheating in this rapidly moving area.

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. Assignments submitted online via eLC should be uploaded in Word or PDF format. 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:

eLC Comments:	Midnight before each class
Homework Assignment 1:	February 7
Homework Assignment 2:	March 13
Regulation Analysis:	April 24

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: The Long-Run Impacts of Government Intervention
Lecture 2
Canen, Nathan, and Leonard Wantchekon (2022). Political Distortions, State Capture, and Economic Development in Africa. *Journal of Economic Perspectives*, 36(1): 101-24.
Hong, Ji Yeon, Park, Sunkyoung, and Hyunjoo Yang (2023). In Strongman We Trust: The Political Legacy of the New Village Movement in South Korea, *American Journal of Political Science*, 67(4): 850-866.
Kennard, Amanda (2022). Who Controls the Past: Far-Sighted Bargaining in International Regimes, *American Journal of Political Science*, 67(3): 553-568.

Module 3: Societal Cleavages, Political Parties and Government Intervention
Lecture 3
Chhibber, Pradeep K. and Rahul Verma (2018). *Ideology & Identity: The Changing Party Systems of India*, Oxford University Press, Chapter 1: State Formation and Ideological Conflict in Multiethnic Countries, 8-34.
Ichino, Nahomi and Noah Nathan (2013). Crossing the Line: Local Ethnic Geography and Voting in Ghana, *American Political Science Review*, 107(2): 344-361.
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 4: Economic Reasons for/against Regulation: An Introduction
Lecture 4

Basu, Kaushik (2015). *An Economist in the Real World: The Art of Policymaking in India*, MIT Press, Chapter 6: Food and Poverty.

Konisky, David M. and Manuel P. Teodoro (2016). When Governments Regulate Governments, *American Journal of Political Science*, 60(3): 559-574.

Module 5: Implementing Regulation I: Structure
Lecture 5

Basu, Kaushik (2015). *An Economist in the Real World: The Art of Policymaking in India*, MIT Press, Chapter 8: Law and Economics.

Carcelli, Shannon P. (forthcoming). Bureaucratic Structure and Compliance with International Agreements, *American Journal of Political Science*.

Greenstone, Michael, He, Guojun, Jia, Ruixue, and Tong Liu (2020). Technology as a Tool for Governance: Evidence from China, VoxDev Podcast.

Module 6: Implementing Regulation II: Unintended Side Effects and Externalities
Lecture 6

Gertner, Robert H. (2023). The Organization of Social Enterprises, *Annual Review of Economics*, 15:41-62.

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.

Holland, Alisha C. (2023). Roadblocks: How Property Rights Undermine Development in Colombia, *American Journal of Political Science*, 67(3): 639-655.

Module 7: Incentives and Cultural Context
Lecture 7

Basu, Kaushik (2015). *An Economist in the Real World: The Art of Policymaking in India*, MIT Press, Chapter 9: The Social and Organizational Foundations of Economic Development.

Biswas, Nabaneeta, Cornwell, Christopher, and Laura Zimmermann (forthcoming). The Power of Lakshmi: Monetary Incentives for Raising a Girl, *Journal of Human Resources*.

Ashraf, Nava, Delfino, Alexia and Edward L. Glaeser (2020). Gender Norms, Rule of Law, and Female Entrepreneurship in Developing Countries, VoxDev Podcast.

Module 8: Social Regulation: Affirmative Action
Lecture 8

Bertrand, Marianne, Hanna, Rema, and Sendhil Mullainathan (2010). Affirmative Action in Education: Evidence from Engineering College Admissions in India, *Journal of Public Economics*, 94: 16-29.

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.

Latura, Audrey and Ana Catalano Weeks (2023). Corporate Board Quotas and Gender Equality Policies in the Workplace, *American Journal of Political Science*, 67(3): 606-622.

Module 9: Labor Markets
Lecture 9
Bandiera, Oriana, Elsayed, Ahmed, Smurra, Andrea and Celine Zipfel (2022). Young Adults and Labor Markets in Africa, *Journal of Economic Perspectives*, 36(1): 81-100.
Mo, Cecilia Hyunjung (2018). Perceived Relative Deprivation and Risk: An Aspiration-Based Model of Human Trafficking Vulnerability, *Political Behavior*, 40: 247-277.
Zimmermann, Laura (forthcoming). Why Guarantee Employment? Evidence from a Large Indian Public-Works Program, *Economic Development and Cultural Change*

Module 10: Socio-Economic Regulation: Anti-Poverty Programs
Lecture 10
Hanna, Rema and Dean Karlan (2017). Designing Social Protection Programs: Using Theory and Experimentation to Understand How to Help Combat Poverty, in *Handbook of Economic Field Experiments*, 2: 215-553.
Hanna, Rema and Benjamin A. Olken (2018). Universal Basic Incomes versus Targeted Transfers: Anti-Poverty Programs in Developing Countries, *Journal of Economic Perspectives*, 32(4): 201-226.
Levy, Santiago (2019). Lessons from Mexico's Poverty Reduction Programme, VoxDev Podcast.
*Parker, Susan W., and Petra E. Todd (2017). Conditional Cash Transfers: The Case of Progresa/Oportunidades, *Journal of Economic Literature,* 55(3): 866-915.

Module 11: The Politics of Anti-Poverty Programs
Lecture 11
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.
Kosec, Katrina and Cecilia Hyunjung Mo (forthcoming). Does Relative Deprivation Condition the Effects of Social Protection Programs on Political Support? Experimental Evidence from Pakistan, *American Journal of Political Science.*
Zimmermann, Laura (2021). The Dynamic Electoral Returns of a Large Anti-Poverty Program, *Review of Economics and Statistics*, 103(5): 803-817.
*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.

Module 12: Leader Identity and Government Intervention
Lecture 12
Chattopadhyay, Raghabendra and Esther Duflo (2004). Women as Policy Makers: Evidence from a Randomized Policy Experiment in India, *Econometrica*, 72(5): 1409-1443.
Desai, Zuheir and Anderson Frey (2023). Can Descriptive Representation Help the Right Win Votes from the Poor? Evidence from Brazil, *American Journal of Political Science*, 67(3): 671-686.

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.

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

Module 13: Political Motives for Government Intervention

Lecture 13

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, 6-14.

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 14: Machine Politics

Lecture 14

Brierley, Sarah and Noah L. Nathan (2022). Motivating the Machine: Which Brokers Do Parties Pay?, *Journal of Politics*, 84(3).

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

Toral, Guillermo (forthcoming). How Patronage Delivers: Political Appointments, Bureaucratic Accountability, and Service Delivery in Brazil, *American Journal of Political Science*

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

Module 15: International Regulation

Lecture 15

Fajgelbaum, Pablo D. and Amit K. Khandelwal (2022). The Economic Impacts of the US–China Trade War, *Annual Review of Economics*, 14: 205-228.

Kim, Sung Eun, Park, Jong Hee, Rhee, Inbok, and Joonseok Yang. Target, Information, and Trade Preferences: Evidence from a Survey Experiment in East Asia, *American Journal of Political Science*, 67(4): 898-914.

Walter, Stefanie (2021). The Backlash Against Globalization, *Annual Review of Political Science*, 24:421-442.