

**INTA 3303/8803: POLITICAL ECONOMY OF DEVELOPMENT
FALL 2018**

Professor Anjali Thomas Bohlken

E-mail: anjali.bohlken@inta.gatech.edu

Office Location: Habersham 216

Office Hours: Wednesdays 2pm to 3pm, or by appointment

Class Location and Time: IAC G-17; Tu 3:00pm to 5:45pm

Description

This course examines the relationship between politics and economic development. We will examine theories of economic growth with a focus on understanding the role of political institutions in contributing to the large economic disparities that exist between nations today. We will also look within specific nations in the developing world to investigate how the political environment shapes the decisions of their governments and how these decisions in turn shape economic outcomes. We will also study the effects of gender and ethnicity on the socio-economic well-being of individuals and the society at large. We will end by examining the role of foreign aid in attempting to promote economic development. While the course will be thematically organized, it will draw most of its empirical material from studies of sub-Saharan Africa, East Asia, South Asia and Latin America.

Pre-Requisites

Many of the required readings employ advanced techniques in statistics, econometrics and game theory. Previous training in these techniques will not be assumed and you will not be expected to grasp the nuances of the technical material. However, you will still be expected to engage with this type of material. Specifically, for any given reading, you must be able to evaluate the logic of the argument laid out in non-technical terms and must be able to discuss the merits and flaws of the measurement approach and research design employed to address the question at hand.

Course Goals and Learning Outcomes

Upon successful completion of the course, you should be able to:

- describe the key economic, social and political factors that have shaped economic disparities between nations and the socio-economic wellbeing of citizens in the developing world.
- use your knowledge of international affairs to address issues of immediate international concern relating to the political economy of development (Problem-Solving in International Affairs):
 - o demonstrate an understanding of key concepts in the political economy of development literature
 - o characterize the key obstacles to economic developing faced by developing countries in the world today
 - o Evaluate and critique the current research in the political economy of development regarding the causes of development and underdevelopment

- become more aware of the diversity of cultural and ethical systems in the world (Cultural and Ethical awareness)
 - o describe the challenges relating to politics and development experienced by certain countries and regions in the developing world
- express arguments clearly both in written reports and in oral presentations; and work in small groups in a way that demonstrates respect for their colleagues and efficiency in working collaboratively towards projects and goals. (Professional Development.)

Course Requirements and Grading

Assignment	Date	Percentage of Overall Mark
Two Written Reviews and Associated Seminar Presentations	Deadlines for Written Review and Dates for Seminar Presentations will be scheduled by the third week of class	35%
Mid-Term Quiz**	October 16 th (In Class)	20%
Final Quiz**	December 4 th (In Class)	20%
Class Participation	Continuous	10%
Class Exercises	Continuous	15%

***See page 3 for a description of an option – with special permission of the professor - to complete a research project in lieu of the quizzes.*

Description of Graded Components

Article Review and Associated Presentation ON TWO SEPARATE WEEKS

Length of Each Written Review: 4 to 5 pages (double-spaced)

Length of Each Seminar Presentation: 10 minutes + time for Q&A at the end.

You will be assigned to deliver a seminar presentation on two separate class sessions on two separate weeks. You will also need to submit a written review at the start of class on the same date on which you are scheduled to present. For each class session in which you are assigned to present, you should do the following:

- ❖ find an article or paper published or written since 2003 that is not listed on the course syllabus but *whose topic is related to the assigned readings for the given week that you are scheduled to present.*
- ❖ deliver an oral presentation in class on the specified day. Please follow the guidelines provided in the document on Canvas entitled “**Written Review and Oral Presentation Guidelines**”
- ❖ submit a written review of the article ***closely following the above-mentioned guidelines.*** Your written review will be due (hard copy only, no exceptions) at the beginning of class on the day you will present.

I will send via email a sign-up sheet during the second week of class where you can indicate your preferences for when to present. If you do not fill in this sheet by September 4th at 9am, you will be automatically assigned a presentation slot. Please note that once the presentation schedule is finalized (by the beginning of the third week), **you will not be able to make any changes to this schedule**. Thus, if you do not present at the time you are scheduled, you will receive a zero for the presentation portion of your grade unless in the event of a *verified* illness or emergency.

The written review portion and the oral presentation portion of the assignment will be weighted 80:20. The two reviews and associated presentations combined will be worth 35% of your overall grade. You will be expected to incorporate instructor feedback from the first review-presentation combination to improve the second review-presentation combination and your marks will be weighted accordingly. Thus, it is best not to present on two consecutive weeks so that you are able to incorporate feedback for the second review and presentation.

Midterm and Final Examinations**

The midterm and final exams will consist of short answer questions and longer essay questions which will be designed to test your knowledge of key concepts covered in the course. You will be provided a study guide in advance of the exams to help you prepare for the exam.

***With special permission of the professor, graduate students as well as certain qualified undergraduate students may work on a research project during the course of the semester which can be submitted in lieu of taking the midterm and final examinations. The structure of this research project must be developed in close consultation with the professor and must be closely related to the themes covered in the class during the semester. The project could take a number of possible forms including that of an original research paper, a dataset, or a report. Depending on the interests of students enrolled in the course, work on research projects may be incorporated into in-class assignments and presentations and opportunities for peer feedback may be available. Students who wish to pursue this option must submit at the start of class on **September 18th, 2018** a formal proposal -- three pages, double-spaced, 1 inch margins -- outlining (a) the structure and scope of the project and (b) a timeline for deliverables associated with the research project throughout the semester. Students selecting this option must be prepared to give a presentation of their research in the last class and the grade for this presentation will be incorporated into their grade for the assignment.*

Class Participation

The participation mark will be based on attendance and the quantity and quality of your in-class oral comments. In advance of each class, you should prepare the following:

1) Three *distinct* bullet points summarizing your key takeaways from the assigned readings for the week. Each of these bullet points should draw connections between readings as opposed to focusing simply on one reading.

2) Three questions that you would like to propose to the class for discussion (Avoid questions that lead to a simple yes/no answer or whose answers require only factual recall. Focus on questions that lead to analysis, synthesis, comparison, or evaluation. Also try to raise a question that is likely to elicit a variety of responses.)

For some or all weeks, you may be asked for your responses to be e-mailed to me by noon on the Monday before class in order to receive participation credit. Also you may be called upon at any time to share the answers you prepared orally in class. In addition, you must also be prepared to actively engage in the discussion by offering responses to questions raised by other students in the class and by suggesting follow-up questions for further discussion.

Class Participation Grading Criteria

For each class session, you will be given a mark between 0 and 10 based on the quantity AND quality of your oral comments and questions in class. High quality oral comments are those that are *based on the readings and lectures* and those that demonstrate that you have *thought deeply about the readings and lectures* and developed your own insights, reactions and critiques around them. An unexcused absence from a class will result in a score of 0 for that class session. Your final participation mark will incorporate the average of your scores for each week, after dropping your lowest score.

Class Exercise Grading Criteria

Your grade for class exercises will be based on your performance on any worksheets or written exercises completed in class. Some of these exercises may be graded through a point system while others may be graded simply on a pass-fail basis. You will be provided information in class regarding how the given assignment will be graded. **Some in-class assignments may require electronic submission so please bring your laptops to class each week.** Many of the in-class exercises will involve small group work and you are expected to be an active contributor to your group's discussions and submitted work. Group exercises will be graded based on the assignment submitted by the group as a whole, but your individual grade may be adjusted downwards if there is evidence of you not contributing actively to the group.

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Grade Change Policy

If you feel that an assignment has been marked incorrectly and you wish to appeal your mark during the semester (i.e. before the final grades have been submitted), you should submit a written request via email within 7 days of the marked assignment being handed back to you. If your request concerns something other than a clerical error, it should be

written in the form of a paragraph that i) identifies what was required in the assignment, ii) describes *precisely* how these requirements were fulfilled at a level above the received grade, and iii) addresses any relevant comments written by the professor on the graded assignment (if applicable) and explains why they do not apply. Please note that I will not consider requests for a grade change that do not follow these guidelines. Also, note that I reserve the right to revise your grade upward, downward or not at all upon reviewing your appeal.

Ivan Allen College Statement on Inclusion and Diversity

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in broader society

Course Materials

Course Texts

The following book is required for the course:

William R. Easterly. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. MIT Press, 2001. (Available on Amazon).

We will also make extensive use of electronic journal articles. To access electronic journal articles through the library website:

- ❖ Go to the Library Home Page (<http://www.library.gatech.edu>);
- ❖ click on 'eJournals' on the left-hand side (under 'research tools');
- ❖ type the name of the journal in the search box;
- ❖ select the database option that includes the appropriate issue of the journal;
- ❖ browse the journal to the appropriate volume and issue

Course Website

I will be using the Course's Canvas Page quite extensively through the course of the semester. On the Canvas page, you should be able to find lots of important information about the course including but not limited to the most updated version of the syllabus, course announcements as well as slides from recent lectures. I will also use the Canvas page to provide feedback on your assignments. Please make sure that you check the email associated with the Canvas system regularly so you do not miss out on important course information.

Email Policy

Usually, I will respond within a period of 24 hours to any email inquiries you may send me during regular working hours (i.e. Monday through Friday, 9am to 5pm). I will often not be available to respond to email inquiries outside of regular working hours so please keep this in mind when anticipating response times. To ensure that I accidentally do not overlook your email, it would be helpful if you could include the course number in the subject line “e.g. INTA 3303”. Please note that, unless specifically stated otherwise, I will **not** accept electronic copies of assignments via email, Canvas etc.

Policy on Electronic Devices

To foster an environment conducive to learning, I encourage you to put away all mobile devices while in class. While the use of laptops in class to take notes is permitted, you are not permitted to use electronic devices in class for any other purpose. If your use of electronic devices in class proves distracting, you may be asked to leave the classroom.

Course Expectations & Guidelines

Accommodations for Individuals with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (often referred to as ADAPTS) at (404)89-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Assignment Turn-In

All written assignments should be turned in at the start of class on the due date, in hard copy only unless specifically instructed otherwise. Please see below for the policy on late assignments.

Attendance and/or Participation

Since the success of the course depends heavily on student involvement and participation, you are expected to attend every class session barring an excused absence.

Excused Absences

Excused absences are those that are a result of a verified illness or emergency or “approved Institute activities”. In order to have an illness or emergency situation verified, you **must** contact the Office of Student Life who will contact me on your behalf to verify your situation. More information on this procedure can be found using the following link: <https://studentlife.gatech.edu/content/class-attendance>. To be excused for participation in Institute activities, you **must** contact the Office of the Registrar to formally approve your absence. Absence due to a religious observance will be excused provided you inform me of the upcoming absence, in writing, within the first two weeks of class. Please note that I cannot, as a matter of policy, excuse any absences outside of these aforementioned channels.

Unexcused Absences

Each class session that is missed due to an **unexcused absence** will result in a score of 0 for the class. Also, in the event of an unexcused absence, you will not receive any special accommodations (e.g. a tutoring session during office hours, a make-up exam, opportunities for a make-up presentation or in-class assignment) for the class sessions you missed. I do understand, however, that there may at times be obligations or unforeseen circumstances that come up that are important, but that do not fall under the category of an “excused absence”. I cannot make individual exceptions to the general policy for such circumstances. However, since your final participation mark is calculated by averaging your weekly scores after dropping your lowest score, you do have some degree of flexibility to deal with such situations without being penalized.

Academic Integrity

Academic dishonesty in the form of cheating or plagiarism will not be tolerated. According to the Georgia Tech Student Affairs Policy, “Plagiarism” is the act of appropriating the literary composition of another, or parts of passages of his or her writings, or language or ideas of the same, and passing them off as the product of one's own mind. It involves the deliberate use of any outside source without proper acknowledgment. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Lateness Policy

Late assignments are strongly discouraged and will incur penalties except in the event of an illness or emergency (documentation will be requested). Any major scheduling conflicts – including those that arise due to participation in “approved Institute activities” - should be discussed with me *at least two weeks before the assignment due date*. The penalty for a late assignment will be a deduction of 2% of the assignment mark for a paper handed in on the due date but after the time specified and an additional 2% for each subsequent day that the paper is not turned in. A missed seminar presentation will incur a grade of zero except in the case of an “excused absence” due to an illness or emergency (See above for the definitions of what constitutes an excused absence). Thus, it is crucial to prepare in advance for the seminar presentation and accord it the highest priority in your schedule for the given week.

Student-Faculty Expectations

At Georgia Tech we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations – that you can have of me, and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech, while in this class.

Detailed Course Outline

Week 1 (Tuesday, August 21st): Introduction, What is Development?

Assigned Readings for Week 1

Elusive Quest for Growth, Chapter 1, pages 1 to 19.

Banerjee, Abhijit V., and Esther Duflo. "The economic lives of the poor." *The Journal of Economic Perspectives* 21.1 (2007): 141-167.

Recommended

Sen, Amartya. *Development as Freedom*. Oxford University Press, 2001, Introduction and Chapter 2

Week 2 (Tuesday August 28th): Models of Growth and Development

Assigned Readings for Week 2

Easterly, Chapters 2, 3 and 9.

Recommended

Pritchett, Lant. "Divergence, big time." *The Journal of Economic Perspectives* (1997): 3-17.

The Growth of Growth Theory, *The Economist*, May 18th, 2006.

<http://www.economist.com/node/6943519>

Kraay, Aart, and David McKenzie. "Do poverty traps exist? Assessing the evidence." *The Journal of Economic Perspectives* 28.3 (2014): 127-148.

Week 3 (September 4th): Analytical Methods

Assigned Readings for Week 3

The big push back. *The Economist*, December 3rd, 2011.

Fearon, James D. 1991. "Counterfactuals and Hypothesis Testing in Political Science." *World Politics* 43: 169-195.

I. CAUSES OF UNDER-DEVELOPMENT

Week 4 (September 11th): Economic and Political Institutions

Assigned Readings for Week 4

Daron Acemoglu, Simon Johnson, and James Robinson. 2005. "Institutions as a fundamental cause of long-run growth." *Handbook of Economic Growth*: pp 386-402. <http://economics.mit.edu/files/4469>

Sokoloff, Kenneth L. and Stanley L. Engerman 2000. History Lessons: Institutions, Factors Endowments, and Paths of Development in the New World. *The Journal of Economic Perspectives*, 14 (3), pp. 217-232

Banerjee, Abhijit, and Lakshmi Iyer. "History, Institutions and Economic Performance: the Legacy of Colonial Land Tenure Systems in India." *American Economic Review* 95, no. 4 (September 2005): 1190-1213

Week 5 (September 18th): **Geography vs Institutions Debate**

Assigned Readings for Week 5

Daron Acemoglu, Simon Johnson, James A. Robinson. 2001. "Reversal Of Fortune: Geography And Institutions in The Making Of The Modern World Income Distribution." *The Quarterly Journal of Economics* 117 (4) 1231 – 1294

Sachs, Jeffrey D. 2001. "Tropical Underdevelopment." NBER Working Paper No. 8119.

Przeworski, Adam. 2004. "The Last Instance: Are Institutions the Primary Cause of Economic Development?" *European Journal of Sociology* 45(2): 165-188.

Week 6 (September 25th): **Democracy/Electoral Competition**

Note: Class on this day starts at 3:30pm instead of 3pm

Assigned Readings for Week 6

Lake, David, and Matthew Baum. 2001. "The Invisible Hand of Democracy: Political Control and the Provision of Public Services." *Comparative Political Studies*, 34(6): 587-621.

Michael L. Ross. 2006, Is Democracy Good for the Poor? *American Journal of Political Science* Vol. 50. No. 4, pp 860-874.

Philip Keefer and Stuti Khemani. 2005. Democracy, Public Expenditures, and the Poor: Understanding Political Incentives for Providing Public Services *World Bank Research Observer* 20 (1): 1-27.

Week 7 (October 2nd): **The Natural Resource Curse**

Assigned Readings for Week 7

Ross, Michael L. "The political economy of the resource curse." *World politics* 51.02 (1999): 297-322.

Jensen, Nathan, and Leonard Wantchekon. "Resource wealth and political regimes in Africa." *Comparative political studies* 37.7 (2004): 816-841.

Michael Ross. 2004. How do natural resources influence civil war? Evidence from thirteen cases. *International Organization* Volume 58, Issue 01, pp 35-67

Week 8 (October 9th): **Fall Break – No Class**

II. IDENTITY AND WELL-BEING

Week 9 (October 16th): **Ethnicity/Group Membership**

*****IN-CLASS MID-TERM QUIZ (1 hour)*****

Assigned Readings for Week 9

The Elusive Quest for Growth, Chapter 13, p. 255-283 (Polarized Peoples)

Miguel, Edward. 2004. Tribe or Nation? Nation-Building and Public Goods in Kenya versus Tanzania. *World Politics* 56.3; 327-362.

Humphreys, J Habyarimana, D Posner and J Weinstein. 2007. "Why Does Ethnic Diversity Undermine Public Goods Provision?" *American Political Science Review* 101 (4), pp 709 -725.

Week 10 (October 23rd): **Gender**

Assigned Readings for Week 10

Sen, Amartya. 1990. "Over 100 million women are missing." *New York Times Review of Books*. 37(20). <http://www.nybooks.com/articles/1990/12/20/more-than-100-million-women-are-missing/>

Chattopadhyay, Raghendra and Esther Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India" *Econometrica* Volume 72.5; 1409–1443.

Andrew Beath, Fotini Christia and Ruben Enikolopov. 2013. "Empowering Women through Development Aid: Evidence from a Field Experiment in Afghanistan," *American Political Science Review* 107 (3): 540-557.

III. POLITICAL ACCOUNTABILITY

Week 11 (October 30th): **Distributive Politics and Clientelism**

Assigned Readings for Week 11:

Stokes, Susan. 2005. Perverse Accountability: A Formal Model of Machine Politics with Evidence from Argentina. *American Political Science Review* 99(3), pp315-327

Miriam Golden and Brian Min. 2013. "Distributive Politics Around the World" *Annual Review of Political Science* Vol. 13. 16: 73-99.

Anjali Thomas Bohlken. 2018. "Targeting Ordinary Voters or Political Elites? Why Pork Is Distributed Along Partisan Lines in India" *American Journal of Political Science*, <https://doi.org/10.1111/ajps.12374>

Week 12 (November 6th): **Corruption**

Assigned Readings for Week 12:

Olken, Benjamin A., and Rohini Pande. 2012. "Corruption in Developing Countries" *Annual Review of Economics* 4 (1): 479–509.

The Elusive Quest for Growth, Chapter 12

Fisman, Raymond, and Edward Miguel. "Corruption, norms, and legal enforcement: Evidence from diplomatic parking tickets." *Journal of Political Economy* 115.6 (2007): 1020-1048.

Week 13 (November 13th): **Economic Roots of Democracy**

Assigned Readings for Week 13

Adam Przeworski and Fernando Limongi (1997), "Modernization: Theory and Facts," *World Politics*, 49, 155-83.

Carles Boix and Susan C. Stokes Source: "Endogenous Democratization" *World Politics*, Vol. 55, No. 4 (Jul., 2003), pp. 517-549

Robinson, James A. "Economic development and democracy." *Annu. Rev. Polit. Sci.* 9 (2006): 503-527.

Week 14 (November 20th): **Thanksgiving Week – NO CLASS**

IV: EXTERNAL INTERVENTION

Week 15 (November 27th): **Foreign Aid**

Assigned Readings for Week 15

Dani Rodrik. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform". *Journal of Economic Literature*. Vol. XLIV (December 2006), pp. 973-987.

Elusive Quest for Growth, Chapters 6 and 7

Nunn, Nathan, and Nancy Qian. "U.S. Food Aid and Civil Conflict" *American Economic Review* (forthcoming).

Week 16 (December 4th): **Final Exam/Research Presentations (if Any)**

*******IN-CLASS FINAL QUIZ (1 hour)*******