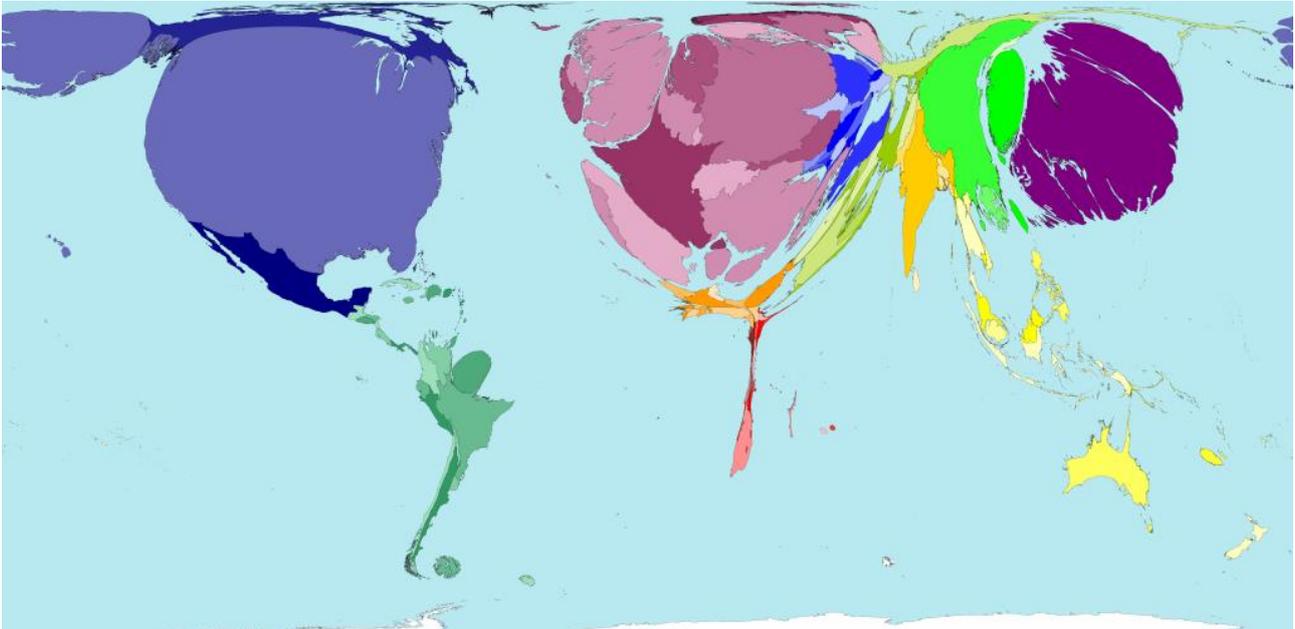


# Syllabus: Politics of Development

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The relative size of countries by Gross Domestic Product. World Development Report 2009.

## **I. COURSE DESCRIPTION**

In today's world, 840 million people are malnourished, nearly 1.3 billion people live on less than a dollar per day and poverty and inequality have proven to be stubbornly resilient against attempts to decrease them over the past 50 years. This class provides an introduction to contemporary research on development issues. It covers a large set of topics, including historical legacies, specific challenges relating to health, education, and gender, the role of institutions in development, and the impact of policies aiming to empower the world's poor.

The course will combine short introductory lectures with discussions of contemporary research papers and student presentations of country studies on the sessions' topic. Overall, the course will give students an understanding of the core challenges faced by developing countries – unquestionably one of the most important public policy concerns of our time.

## **II. LEARNING OBJECTIVES**

### *1) Substantive Objectives*

The first half of the course will be devoted to core challenges of economic, social, and political development. After this part, students should be able to

- appreciate the implications of different development definitions
- understand some of the core challenges of development
- appreciate the role political institutions might play for development

The second part of the course is devoted to development policies. The core emphasis is on research on what works and what doesn't as development tools. To a lesser extent, we will look into debates about the general approach to development. After this part, students should be able to

- appreciate effects of some instruments of development (e.g. conditional cash transfers, micro finance )
- have an understanding of the (non)effects of international aid
- know core debates around international development aid

### *2) Skills*

- understand principles of programme evaluation, namely randomized control trials. This method is currently the gold standard in development research, and many policy recommendations are based on findings from RCTs. Many papers we will discuss use this method.
- enhance presentation skills (slides and oral)
- critical assessment of research; not all published work is necessarily convincing. Students will learn to identify the weak (and strong) point of papers and learn to articulate what they buy and what they don't buy - and why.

## **III. REQUIREMENTS AND GRADING POLICY**

### *1) Requirements*

Each student will be required

- a) to present one reading in class.
  - Pick one of the readings from the "required" list at the beginning of the course. I will send you a doodle link after the first session where you have to sign up for a reading. Be aware that if you take too long to make up your mind, your preferred reading might no longer be available.
  - You will present this reading in the respective section in about 20 Minutes. Half of your time should be devoted to presenting the core findings of the paper, the other half to a critical comment of the paper. At the end of your presentation, you should highlight three points for further discussion.

- Look at the “checklist for commenting on papers” on pages 3-4 at this link: [http://www.columbia.edu/~mh2245/2010\\_Syllabus.pdf](http://www.columbia.edu/~mh2245/2010_Syllabus.pdf). Make sure you read until the very end until “unacceptable criticisms”. **You will be required to use slides for your presentation and send them to me one day before your presentation.**

- Please don't read your presentation; it makes it harder to follow.

b) present one country study in class.

- At the beginning of the course, pick a country/topic on which you present. For example, in the session on education, you could be talking about challenges about education quality in South Africa, in the session on conditional cash transfers, you could look into Brazil's Bolsa Escola programme. As for the readings, I will set up a doodle where you need to sign up for a specific date.
- This is more of a policy oriented than an academic exercise. Make sure you provide some figures on the country's background and core development challenges.
- **You will be required to use slides for your presentation and send them to me one day before your presentation.**
- International students may not present on their own country.

c) write a seminar paper. You will be required to write a seminar paper with around 3000 words. This paper can be based on your country presentation/ discussion of readings. **The deadline for handing in your paper is 28 February 2016.**

Depending on the class size, we might form groups for some of the presentations. Your seminar paper needs to be an individual exercise.

## 2) Grading Policy

- Presentation of Reading: 25%
- Country Presentation: 25%
- Seminar Paper: 50%

## IV. GENERAL RULES

I will not take attendance but your attendance is expected.

Treat your fellow students' presentations and comments with the respect you would like to receive yourself.

You are welcome to contact me by email but please do think about whether your email is really necessary. Please do not send me emails with questions that could be answered by reading this syllabus carefully.

## V. COURSE SCHEDULE

## Part 1: Introduction (Session 1-3)

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Core Questions: What do we mean by development? How well do the standard economic measures capture the process of development? How good are alternative measures? In which ways do historical legacies impact on present-day economics and societies in developing countries? Are different types of colonial regimes better or worse for present-day development?

### Session 1, 14 October 2015: Thematic Introduction, Course Description, Assignments

- Thematic Introduction on
  - terms: “ Development, Under-Development, Third World, Global South”
  - Theories of Development
  - Development issues from another perspective. John Stewart and Trevor Noah on the Daily Show <https://www.youtube.com/watch?v=AH01a1kvZGo>

### Session 2, 21 October 2015: Defining and Measuring Development

- Required
  - Ravallion, Martin. "Good and bad growth: the human development reports." *World Development* 25, no. 5 (1997): 631-638.
  - Welzel, Christian, Ronald Inglehart, and Hans-Dieter Klingemann. "The theory of human development: a cross-cultural analysis." *European Journal of Political Research* 42, no. 3 (2003): 341-379.
- Recommended: Look into the Development Conceptions articulated in
  - Sachs, Jeffrey. *The end of poverty: economic possibilities for our time*. Penguin, 2006, Chapter 1.
  - Sen. Development as Freedom.
  - Human Development Index, Millennium Development Goals. Sustainable Development Goals

### Session 3, 28 October 2015: Session 3: Historical Legacies

- Required
  - Nunn, Nathan, and Leonard Wantchekon. "The Slave Trade and the Origins of Mistrust in Africa." *The American Economic Review* 101 (2011): 3221-3252.

- Bertocchi, Graziella, and Fabio Canova. "Did colonization matter for growth?: An empirical exploration into the historical causes of Africa's underdevelopment." *European economic review* 46, no. 10 (2002): 1851-1871.
- Recommended
  - Sachs, Chapter 2
  - Lange, Matthew K. "British colonial legacies and political development." *World Development* 32, no. 6 (2004): 905-922.
  - Lee, Alexander, and Kenneth A. Schultz. "Comparing British and French colonial legacies: a discontinuity analysis of Cameroon." In *APSA 2011 Annual Meeting Paper*. 2011.

## **Part 2: Issues in Development (Session 4-6)**

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**Core questions:** What are the main challenges of improving educational and health outcomes in developing countries? Why do health workers and teachers not come to work? How are gender empowerment and development linked?

### **Session 4, 4 November 2015: Health**

- required
  - Dupas, Pascaline. "What matters (and what does not) in households' decision to invest in malaria prevention?." *The American Economic Review* (2009): 224-230.
  - Lewis, Maureen. "Governance and corruption in public health care systems." *Center for Global Development working paper* 78 (2006).
- recommended
  - Banerjee, Abhijit V., Esther Duflo, and Rachel Glennerster. "Putting a Band-Aid on a corpse: Incentives for nurses in the Indian public health care system." *Journal of the European Economic Association* 6, no. 2-3 (2008): 487-500.
  - Deussom, Rachel, Wanda Jaskiewicz, Sarah Dwyer, and Kate Tulenko. "Holding Health Workers Accountable: Governance Approaches to Reducing Absenteeism." Technical Brief 3 (2012).
  - browse research on <http://www.povertyactionlab.org/health>

### **Session 5, 11 November 2015: Education**

- required

- Banerjee, Abhijit, Shawn Cole, Esther Duflo, and Leigh Linden. Remediating education: Evidence from two randomized experiments in India. *The Quarterly Journal of Economics* (2007) August.
- Evans, David, Michael Kremer, and Muthoni Ngatia. "The impact of distributing school uniforms on children's education in Kenya." *World Bank, mimeo* (2008).
- recommended
  - Chaudhury, Nazmul, Jeffrey Hammer, Michael Kremer, Karthik Muralidharan, and F. Halsey Rogers. "Missing in action: teacher and health worker absence in developing countries." *The Journal of Economic Perspectives* 20, no. 1 (2006): 91-116.

### Session 6, 18 November 2015: Gender

- required:
  - Bandiera, Oriana, and Ashwini Natraj. "Does Gender Inequality Hinder Development and Economic Growth? Evidence and Policy Implications." *The World Bank Research Observer* (2013): lks012.
  - Women's Empowerment in Action: Evidence from a Randomized Control Trial in Africa. <http://www.ucl.ac.uk/~uctpimr/research/ELA.pdf>
- recommended
  - Nyamu, Celestine I. "How should human rights and development respond to cultural legitimization of gender hierarchy in developing countries." *Harv. Int'l. LJ* 41 (2000): 381.
  - Branisa, Boris, Stephan Klasen, and Maria Ziegler. "Gender inequality in social institutions and gendered development outcomes." *World Development* 45 (2013): 252-268.

## **Part 3: Institutions and Governance (9-12)**

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Core questions: Is there a relationship between regime type and economic performance? Is the resource curse inevitable? How do corruption and clientelism impact on economic development?

### Session 7. 25 November 2015: Institutions and Growth

- required
  - Chandra, Siddharth, and Nita Rudra. "Reassessing the links between regime type and economic performance: Why some authoritarian regimes show stable growth and others do not." *British Journal of Political Science* 45, no. 02 (2015): 253-285.

- Haggard, Stephan. "Institutions and growth in East Asia." *Studies in comparative international development* 38, no. 4 (2004): 53-81  
[http://hum.ttu.ee/failid/oppematerjalid/PAM/haggard\\_2004.pdf](http://hum.ttu.ee/failid/oppematerjalid/PAM/haggard_2004.pdf)

- recommended:
  - Mkandawire, Thandika. "Neopatrimonialism and the political economy of economic performance in Africa: Critical reflections." *World Politics* (2013): 1-50.

### Session 8, 2 December 2015: The Resource Curse

- required
  - Michael L. Ross, "The Political Economy of the Resource Curse," *World Politics*, 51 (January 1999), 297-322.7)
  - Smith, Benjamin. "Oil wealth and regime survival in the developing world, 1960–1999." *American Journal of Political Science* 48, no. 2 (2004): 232-246.
- recommended
  - Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2003. "An African Success Story: Botswana." <http://economics.mit.edu/files/284>

### Session 9, 9 December 2015 : Corruption/ Clientelism

- required:
  - Wade, Robert. "The market for public office: why the Indian state is not better at development." *World Development* 13, no. 4 (1985): 467-497.
  - Hutchcroft, Paul D. "The politics of privilege: assessing the impact of rents, corruption, and clientelism on Third World development." *Political studies* 45, no. 3 (1997): 639-658.
- recommended
  - Lemarchand, Rene, and Keith Legg. "Political clientelism and development: a preliminary analysis." *Comparative Politics* (1972): 149-178.
  - Rock, Michael T., and Heidi Bonnett. "The comparative politics of corruption: accounting for the East Asian paradox in empirical studies of corruption, growth and investment." *World Development* 32, no. 6 (2004): 999-1017.

## **Part 4: Development Policies**

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Core questions: How can poor people be empowered? What are the lessons of policies seeking to strengthen voters' voice, human resources, and entrepreneurship in developing countries?

### Session 10, 16 December 2015: Strengthening Accountability

- required
  - Humphreys, Macartan, and Jeremy Weinstein. "Policing politicians: citizen empowerment and political accountability in Uganda preliminary analysis." Typescript. Columbia University (2012).
  - Joshi, Anuradha. "Do they work? Assessing the impact of transparency and accountability initiatives in service delivery." *Development Policy Review* 31, no. s1 (2013): s29-s48.
- recommended
  - Bruns, Barbara, Deon Filmer, and Harry Anthony Patrinos. *Making schools work: New evidence on accountability reforms*. World Bank Publications, 2011.  
<http://siteresources.worldbank.org/EDUCATION/Resources/278200-1298568319076/makingschoolswork.pdf>
  - Pande, Rohini. "Can informed voters enforce better governance? Experiments in low-income democracies." *Annu. Rev. Econ.* 3, no. 1 (2011): 215-237.

### Session 11, 6 January 2016: Conditional Cash Transfers

- required:
  - Gertler, Paul. "Do conditional cash transfers improve child health? Evidence from PROGRESA's control randomized experiment." *American economic review* (2004): 336-341.
  - Behrman, Jere R., Susan W. Parker, and Petra E. Todd. "Do conditional cash transfers for schooling generate lasting benefits? A five-year followup of PROGRESA/Oportunidades." *Journal of Human Resources* 46, no. 1 (2011): 93-122.
- recommended:
  - Valencia Lomelí, Enrique. "Conditional Cash Transfers as Social Policy in Latin America: An Assessment of their Contributions and Limitations\*." *Annu. Rev. Sociol* 34 (2008): 475-499.
  - Bourguignon, François, Francisco HG Ferreira, and Phillippe G. Leite. "Conditional cash transfers, schooling, and child labor: Micro-simulating Brazil's Bolsa Escola program." *The World Bank Economic Review* 17, no. 2 (2003): 229-254.

### Session 12, 13 January 2016: Microfinance

- required
  - Buckley, Graeme. "Microfinance in Africa: Is it either the problem or the solution?." *World development* 25, no. 7 (1997): 1081-1093.

- Stewart, Ruth, Carina van Rooyen, Kelly Dickson, Mabolaeng Majoro, and Thea de Wet. "What is the impact of microfinance on poor people? a systematic review of evidence from sub-Saharan Africa." (2010).
- recommended
  - Banerjee, Abhijit V., Esther Duflo, Rachel Glennerster, and Cynthia Kinnan. "The miracle of microfinance? Evidence from a randomized evaluation." (2013).

## Part 5: International Aid

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Core questions: Does economic aid and democracy promotion work? Are there better ways of spending development aid? Planners vs. searchers

### Session 13, 20 January 2016: Economic aid

- videos: <https://www.youtube.com/watch?v=oJLqyuxm96k>
- required:
  - McGillivray, Mark, Simon Feeny, Niels Hermes, and Robert Lensink. "Controversies over the impact of development aid: it works; it doesn't; it can, but that depends..." *Journal of International development* 18, no. 7 (2006): 1031-1050. \*
  - discuss perspectives expressed in Easterly. White Man's Burden (chapters \*\*\* vs. Sachs chapters \*\*\*

### Session 14, 27 January 2016: Democracy Promotion

- required:
  - Finkel, Steven E., Anibal Perez-Linan, Mitchell A. Seligson, and Dinorah Azpuru. "Effects of US foreign assistance on democracy building: Results of a cross-national quantitative study." Final report, prepared for USAID (2006).
  - Carothers, Thomas, Jean Bethke Elshtain, Larry Jay Diamond, Anwar Ibrahim, and Zainab Hawa Bangura. "A quarter-century of promoting democracy." *Journal of Democracy* 18, no. 4 (2007): 112-126. *World Politics* 59, 3 (April 2007): 404-440.
- recommended
  - Solarz, Stephen J. "Promoting Democracy in the Third World: Lost Cause or Sound Policy?." *SAIS Review* 5, no. 2 (1985): 139-153. [http://muse.jhu.edu/journals/sais\\_review/v005/5.2.solarz.pdf](http://muse.jhu.edu/journals/sais_review/v005/5.2.solarz.pdf)

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**\*\*\*\*\*COURSE EVALUATION\*\*\*\*\***  
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