

# PLS 341: Politics of Development

Nazarbayev University

Fall 2019

MWF, 12:00 PM – 12:50 PM, 8.319

**Instructor:** Dr. Bimal Adhikari

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**Office Location:** 8.502

**Office Hours:** MW 4:00 PM – 5:30 PM

## Course Description and Objectives

Why are some countries rich and others poor? What role does politics play in economic growth and development? What are the various domestic and international factors that shape a country's development trajectory? These questions guide the course's content. This course examines the political, economic, and social challenges of developing countries. As such, we begin by discussing the basic foundation of development studies. Next, we evaluate the theoretical explanations that attribute the causes of global poverty to the West such as colonialism, globalization, foreign aid, and international institutions. The last part of the course include explanations that attribute causes of underdevelopment to the South. Topics include domestic economic and political institutions, social cohesion, armed conflicts, terrorism, gender roles, geography, etc. By the end of the course, the student will be able to (1) understand the debates revolving around the study of international development; (2) demonstrate the ability to develop a research question and answer it using appropriate source; (3) synthesize chunks of the literature and present its overall gaps; (4) effectively communicate scientific ideas and the information in an appropriate format; and (5) listen to and be tolerant of different views.

## Readings

- Baker, Andy. 2014. *Shaping the Developing World: The West, the South, and the Natural World*. CQ Press.
- You are expected to download other required readings through the library website. Readings that are not in the library's holdings will be made available via Moodle.

## Course Requirements

### 1. Exams (20 + 30 = 50%)

There will be two in-class and/or take-home exams: midterm and final (worth 20% and 30% respectively). The exams will consist of essay questions, multiple choice questions, fill in the blanks, etc. To the most part, the exams will be closed note and closed book.

## 2. **Response Papers** (2 \* 10 = 20%)

Students are expected to write two response papers (1,000-1,250 words) on the week's required reading (each worth 10%). This assignment serves two purposes: (1) keeps you engaged in developing your reading, writing, and analytical skills, which requires regular and rigorous practice; and (2) ensures that you come to class prepared, meaning that you have read the assigned readings. Students must sign-up for the weeks that they wish to write their responses starting on August 26, 2019 (the sign-up sheet will be posted outside of the instructor's office). Response papers are to be submitted by 9:00 AM via Moodle on the Monday of the chosen weeks. Late submissions will not be accepted. I also do not accept e-mail submissions. No make-up opportunity will be provided. Because I am unable to predict in advance how long each topic will take, the course schedule is only a rough guideline. However, the deadlines for the papers will remain firm.

Response papers should be based on a thorough reading of assigned and recommended literature as well as [additional scholarly sources](#). Students may not use scholarly sources that are not listed in the aforementioned webpage. Each paper should consist of (1) a summary of a chapter or article (200 - 250 words), and (2) a critical analysis of the reading with a clear overarching argument (800 - 1,000 words). In the first half of the paper, students should state the authors' main argument and explain how they develop and support it. Students should demonstrate, in their own words, concisely and coherently, that they fully understand the research question, causal mechanisms, research design, and findings. This section is about boiling down the author's reasoning. Avoid simply listing the topics covered in the reading. In the second half of the paper, students should identify any theoretical or empirical gaps that exist within the selected scholarship. This part should be analytical rather than descriptive in nature with a clearly stated thesis. The following are some of the questions that students are expected to address: is the theory internally consistent? Is it consistent with past literature and findings? What points do you find most (or least) convincing? What perplexes you about the material or the argument? What are the major shortcomings of the author's main argument? Are the assumptions and causal mechanisms elaborated clearly? Are the assumptions plausible? Are the concepts properly defined? How convincing is the research design? Do the dependent and independent variables adequately correspond to the theoretical concepts of interest? Can you think of a better measure of the variables? Are more reliable data available to test the hypotheses? Are there other possible explanations of the phenomenon of interest that need to be considered? Are there concerns with reverse causality? Are there concerns of omitted variable bias? Do other assigned readings for the week help answer the questions left unanswered by the selected reading? Do the policy implications (if any) follow from the results? As a collection, what questions do the readings answer and what problems do they leave unanswered?

Be sure that your critique is a coherent whole. As such, you do not necessarily have to answer all the questions mentioned above. These questions are intended to improve understanding of the material and inspire discussion, so pick the ones that you think are most interesting that warrant further consideration. I will evaluate response papers based on the quality of the synopsis (2 points), the depth of your analysis/reflections (6 points), and the strength of the writing (2 points). As such, students are highly encouraged to consult with the Writing Center staffs before turning in the final version. Sample papers will be made available via Moodle.

3. **Pop Quizzes** (3 \* 5 = 15%)

There will be three unannounced in-class and/or take-home assignments, which may include quizzes, group activities, short essays, etc. These assignments will be over the assigned readings for a given class meeting and/or on the materials presented in previous lectures.

4. **Policy Brief & Presentation** (10 + 5 = 15%)

Students will prepare and present a policy brief report (1000-1,250 words) on a country's Sustainable Development Goal (SDG) progress. The paper will be worth 10% of the total course grade. The purpose of this assignment is to prepare students to critically assess the challenges that a host of developing countries face in their effort to overcome underdevelopment. As such, each student will be assigned a country at the beginning of the semester. In the report, students will evaluate the progress, constraints, and viable policy prescriptions for the assigned country. In other words, students must identify the country's needs, strengths, areas where resources should be channeled, and why. Assertions and recommendations must be backed by data and scholarly sources. As such, students may find the [SDG Tracker](#) webpage particularly helpful.

Students must present in-class to receive any credit for this component. Students with excused absence on the day of the presentation will be required to write additional 3 pages on the topic. Grading rubric, presentation guidelines, and schedule will be posted at a later date on Moodle. Policy briefs are due via Moodle at 5:30 PM, November 1, 2019. Papers submitted after the passage of the deadline will not be accepted. I also do not accept e-mail submissions. Students are highly encouraged to consult with the Writing Center staffs before turning in the final version of the paper.

## Grading

### Grading Components

|  |     |
|--|-----|
| Exams (20 + 30) :                      | 50% |
| Response Papers (2 * 10) :             | 20% |
| Pop Quizzes (3 * 5) :                  | 15% |
| Policy Brief & Presentation (10 + 5) : | 15% |

### Letter Grade Distribution

Final class grades will be assigned with the following grading scale:

|               |    |               |    |
|---------------|----|---------------|----|
| >= 95         | A  | 65.00 - 69.99 | C  |
| 90.00 - 94.99 | A- | 60.00 - 64.99 | C- |
| 85.00 - 89.99 | B+ | 55.00 - 59.99 | D+ |
| 80.00 - 84.99 | B  | 50.00 - 54.99 | D  |
| 75.00 - 79.99 | B- | <= 50.00      | F  |
| 70.00 - 74.99 | C+ |               |    |

## Other Considerations

### Make-up Assignments

Students are responsible for all course material and assessments outlined in the syllabus, even if they have an excused absence no later than three days after the consultation with the doctor. Certificates submitted after this deadline will not be accepted.

Students who know they will miss class, even if it is a School or University activity, must contact the instructor before the class. If this is not possible, the instructor must be contacted within 24 hours. Students must provide documentation for their absence.

If a student misses an in-class assessment and does not find a way to contact the professor within this twenty-four-hour window (either personally or via a friend or family member), the student may receive a zero for the assessment. If circumstances are so dire as to keep the student from making contact during this twenty-four-hour-window, then the student must provide substantial documentation corroborating the situation (a simple *spravka* will not suffice).

If an assessment is missed, instructors can give a zero. The instructor may also offer a more difficult version of the assessment; a make-up with a penalty; increase the value of a subsequent assessment; or some other option.

All assessments should be completed before the day final grades are due. In exceptional circumstances (for instance a long-term hospitalization) a grade of incomplete may be given. Such grades are given only with the approval of the instructor and Vice Dean for Academic Affairs.

### Grade Appeals

You may contest the grade on an exam up to five business days after it is returned. If you believe that there has been a grading error, submit a written description of the error you believe occurred with your work via official NU email. However, you are required to wait 24 hours after the assignment is returned to you before contacting me. Please also note that if you appeal a grade on an assignment and I decide to reexamine the assignment, the grade may increase, decrease, or remain the same. It will be treated as a new grade on the assignment, and all aspects of the assignment are open to reexamination. There will be no re-grading of re-graded assignment. For the final exam, students will have 48 hours to request re-grading of the assignment.

The grade you earn in the class is the grade you deserve. I will not tolerate any form of grade lawyering, which includes requests for the grade to be raised for no legitimate reason, flattery, insults, threats, etc. Students involved in such acts will be reported to the Vice Dean of Academic Affairs for an academic misconduct report (category B offense).

### Availability

I do not discuss grades via email. If you would like to discuss your grades, feel free to make an appointment with me or visit me during office hours. Office hours are listed at the beginning of the syllabus. If you need to see me during times other than the ones listed above, you must send me an email beforehand (at least 24 hours ahead), and I will be glad to make arrangements with you. I reserve the right to send students away who come and see me outside of office hours without an appointment. I aim to be responsive to email from students. However, please do not expect an answer

to your question sooner than 24 hours after it is sent during weekdays, and 48 hours during weekends. I will also not answer emails that can be answered by looking at the syllabus. Also, do not start your email “Hey Dr. Adhikari,” or “Hello,” or without a salutation. Instead, “Dear Dr. Adhikari,” or “Dear Professor Adhikari,” should be used for initial contact. I will not answer emails that use an improper salutation.

### **Written Assignment Formatting**

Your papers are professional products and should be formatted as such. All your written assignments must follow these guidelines. Each paper should be a word document (no PDFs), double-spaced, in a normal font (Times New Roman, size 12), with standard 1” margins. Your citations must adhere to the [American Political Science Association Style Manual](#). Keep in mind the page limit does not include references. Failure to adhere to these formatting instructions will adversely affect your assignment grade.

### **Classroom Conduct**

Disruptive behavior such as side conversation, sleeping, and participating in an unproductive manner will adversely affect your classroom performance. I also do not tolerate any rudeness directed at your classmates or myself. Such incidents will be reported to the Vice Dean for Academic Affairs for disciplinary action. To this end, cellphones, smart-watches, tablets, laptops, and all other electronic devices must be turned off for the duration of the class. Multiple studies show that taking notes by hand is better for your comprehension of the material and the learning experience of your fellow students. Students found in violation of these policies will be asked to leave the classroom. In severe cases, the student will be reported to the Vice Dean for Academic Affairs. Any more than two offenses will have their final course grade adjusted by a full letter for each additional violation.

### **Academic Honesty**

Academic dishonesty of any sort will not be tolerated. Academic misconduct is defined broadly, to include a wide variety of behaviors that conflict with the values and mission of NU. Students should become familiar with the NU Student Code of Conduct and Disciplinary Procedures (Student Code), which is the official document outlining policies and procedures around academic misconduct at NU. Students are responsible for complying with NU policies, as well as those described in the syllabus for an individual class, whether the student has read them or not. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other forms of academic dishonesty, feel free to consult the course instructor.

## Class Outline

The information contained in the course syllabus may change throughout the semester. All changes will be announced in class and/or via Moodle. It is the responsibility of the student to take note of any changes. Please note that “®” denotes recommended readings.

### Part I: Introduction

#### Week 1 (August 12-16): Overview

##### Monday (August 12)

- Syllabus

##### Wednesday (August 14)

- Baker, Chapter 1
- Rostow, Walt W. 1960. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge University Press. Chapter 2.

##### Friday (August 16)

- Baker, Chapter 2
- [UNDP and the Concept and Measurement of Poverty](#)

#### Week 2 (August 19-23): Theories and Measurement

##### Monday (August 19)

- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press. Chapter 1.
- ® Easterly, William. 2002. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. The MIT Press. Chapter 1.

##### Wednesday (August 21)

- Singer, Peter. 2010. *The Life You Can Save: How to Do Your Part to End World Poverty*. Random House. Chapter 1.
- ® Sachs, Jeffrey D. 2006. *The End of Poverty: Economic Possibilities for Our Time*. Penguin. Chapter 1.

##### Friday (August 23)

- Banerjee, Abhijit V., and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. Chapter 1.

Ⓜ Sen, Amartya. 1999. *Development as Freedom*. Random House. Chapter 1.

## **Part II: International Contexts**

### **Week 3 (August 26-30): Colonialism; Globalization**

#### **Monday (August 26)**

- Baker, Chapter 4
- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. “The Colonial Origins of Comparative Development: An Empirical Investigation.” *American Economic Review* 91(5): 1369-1401.
- Ⓜ Lange, Matthew, James Mahoney, and Matthias Vom Hau. 2006. “Colonialism and Development: A Comparative Analysis of Spanish and British Colonies.” *American Journal of Sociology* 111(5): 1412-1462.

#### **Wednesday (August 28)**

- Baker, Chapter 5
- Ⓜ Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press. Chapter 6.
- Ⓜ Rudra, Nita. 2002. “Globalization and the Decline of the Welfare States in Less-Developed Countries.” *International Organizations* 56(2): 411–445.
- Ⓜ Blanton, Robert, and Dursun Peksen. 2017. “Dying for Globalization? The Impact of Economic Globalization on Industrial Accidents.” *Social Science Quarterly* 98(5): 1487-1502.
- Ⓜ Iversen, Torben and David Soskice. 2006. “Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More than Others.” *American Political Science Review* 100(2): 165-181.

#### **Friday (August 30)**

- No Class: Constitution Day

### **Week 4 (September 2-6): Foreign Aid and the Bretton Woods Institution**

#### **Monday (September 2)**

- Baker, Chapter 6
- Ⓜ Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press. Chapter 7.

#### **Wednesday (September 4)**

- Easterly, William. 2002. “The Cartel of Good Intentions.” *Foreign Policy*: 40-49.

- Birdsall, Nancy. 2008. “Seven Deadly Sins: Reflections on Donor Failings” In *Reinventing Foreign Aid*, eds. William Easterly. The MIT Press. Chapter 20.
- Ⓜ Easterly, William. 2002. *The Elusive Quest for Growth: Economists’ Adventures and Misadventures in the Tropics*. The MIT Press. Chapter 2.
- Ⓜ Bueno de Mesquita, Bruce, and Alastair Smith. 2011. *The Dictator’s Handbook*. Public Affairs. Chapter 7.
- Ⓜ Alesina, Alberto, and David Dollar. 2000. “Who Gives Foreign Aid to Whom and Why?.” *Journal of Economic Growth* 5: 33–63.

### **Friday (September 6)**

- Dietrich, Simone, and Amanda Murdie. 2017. “Human Rights Shaming through INGOs and Foreign Aid Delivery.” *The Review of International Organizations* 12(1): 95-120.
- Ⓜ Burnside, Craig, and David Dollar. 2000. “Aid, Policies, and Growth.” *American Economic Review* 90(4): 847–868.
- Ⓜ Adhikari, Bimal. 2019. “United Nations General Assembly Voting and Foreign Aid Bypass.” *International Politics* 56(4): 514-535.
- Ⓜ Adhikari, Bimal. Forthcoming. “Power Politics and Foreign Aid Delivery Tactics.” *Social Science Quarterly*.

### **Week 5 (September 9-13): Exam Week**

#### **Monday (September 9)**

- TBD

#### **Wednesday (September 11)**

- Midterm Review

#### **Friday (September 13)**

- Midterm

### **Part III: Domestic Factors**

#### **Week 6 (September 16-20): Identity; Development Models**

#### **Monday (September 16)**

- Baker, Chapter 7



- Ⓡ Posner, Daniel. 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.

### Wednesday (September 18)

- Baker, Chapter 8
- Ⓡ Cheibub, Jose Antonio. 2006. "Presidentialism, Electoral Identifiability, and Budget Balances in Democratic Systems." *American Political Science Review* 100 (3): 353-68.
- Ⓡ Linzer, Drew A., and Ronald L. Rogowski. 2008. "Lower Prices: The Impact of Majoritarian Systems in Democracies around the World." *Journal of Politics* 70 (1): 17-27.

### Friday (September 20)

- Easterly, William. 2002. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. The MIT Press. Chapters 11 & 12.
- Ⓡ Bates, Robert. 1981. *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. Berkeley: University of California Press.

## Week 7 (September 23-27): Economic and Political Institutions I

### Monday (September 23)

- Baker, Chapter 9
- Ⓡ Montalvo, Jose G., and Marta Reynal-Querol. 2005. "Ethnic Diversity and Economic Development." *Journal of Development Economics* 76(2): 293-323.
- Ⓡ Peksen, Dursun, and Bryan Early. Forthcoming. "Internal Conflicts and Shadow Economies." *Journal of Global Security Studies*.

### Wednesday (September 25)

- Baker, Chapter 10
- Ⓡ Ross, Michael L. 2015. "What Have We Learned About the Resource Curse?." *Annual Review of Political Science* 18: 239-259.
- Ⓡ Mohtadi, Hamid, Michael L. Ross, Uchechukwu Jarrett, and Stefan Ruediger. Forthcoming. "Kleptocracy and Tax Evasion Under Resource Abundance." *Economics & Politics*.
- Ⓡ Larsen, Erling Røed. 2016. "Escaping the Resource Curse and the Dutch Disease? When and Why Norway Caught Up with and Forged Ahead of Its Neighbors." *American Journal of Economics and Sociology* 65(3): 605-640.

### Friday (September 27)

- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press. Chapter 3.

- Ⓜ Wintrobe, Ronald. 2000. *Political Economy of Dictatorship*. Cambridge University Press. Chapter 1.

**Week 8 (September 30-October 4): Fall Break**

**Week 9 (October 7-11): Economic and Political Institutions II**

**Monday (October 7)**

- Przeworski, Adam, and Fernando Limongi. 1993. "Political Regimes and Economic Growth." *Journal of Economic Perspectives* 7(3): 51-69.
- Ⓜ Geddes, Barbara. 1999. "What Do We Know about Democratization After Twenty Years?" *Annual Review of Political Science* 2: 115-144.
- Ⓜ Haggard, Stephen, and Robert R. Kaufman. 1997. "The Political Economy of Democratic Transitions." *Comparative Politics* 29(3): 263-283.
- Ⓜ Carothers, Thomas. 2002. "The End of the Transition Paradigm." *Journal of Democracy* 13(1): 5-21.

**Wednesday (October 9)**

- Magee, Christopher, and John A. Does. 2014. "Reconsidering Regime Type and Growth: Lies, Dictatorships, and Statistics." *International Studies Quarterly* 59(2): 1-15.
- Wallace, Jeremy. 2014. "Juking the Stats? Authoritarian Information Problems in China." *British Journal of Political Science* 46(1): 11-29.
- Ⓜ Tsai, Lily L. 2008. "Understanding the Falsification of Village Income Statistics." *The China Quarterly* 196: 805-826.

**Friday (October 11)**

- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review* 87(3): 567-576.
- Wang, Yuhua. 2014. *Tying the Autocrat's Hands: The Rise of the Rule of Law in China*. Cambridge University Press. Chapter 1.
- Ⓜ Baum, Matthew A., and David A. Lake. 2003. "The Political Economy of Growth: Democracy and Human Capital." *American Journal of Political Science* 47(2): 333-347.
- Ⓜ Wright, Joseph. 2008. "Do Authoritarian Institutions Constrain? How Legislatures Affect Economic Growth and Investment." *American Journal of Political Science* 52(2): 322-343.

**Week 10 (October 14-18): Violence and State Failure**

**Monday (October 14)**

- Baker, Chapter 11
- Ⓜ Rodrik, Dani. 1999. "Where Did All the Growth Go? External Shocks, Social Conflict, and Growth Collapses" *Journal of Economic Growth* 4(4): 385-412.

### Wednesday (October 16)

- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press. Chapter 2.
- Ⓜ Bilgel, Firat, and Burhan Can Karahasan. 2017. "The Economic Costs of Separatist Terrorism in Turkey." *Journal of Conflict Resolution* 61(2): 457-479.
- Ⓜ Easterly, William, Jozef Ritzen, and Michael Woolcock. 2006. "Social Cohesion, Institutions, and Growth." *Economics & Politics* 18(2): 103-120.

### Friday (October 18)

- Piazza, James A. 2011. "Poverty, Minority Economic Discrimination, and Domestic Terrorism." *Journal of Peace Research* 48(3): 339-353.
- Ⓜ Abadie, Alberto. 2006. "Poverty, Political Freedom, and the Roots of Terrorism." *American Economic Review* 96(2): 50-56.
- Ⓜ Blomberga, S. Brock, Gregory D. Hess, and Akila Weerapana. 2004. "Economic Conditions and Terrorism." *European Journal of Political Economy* 20(2): 463-478.
- Ⓜ Krueger, Alan B., and Jitka Maleckova. 2003. "Education, Poverty and Terrorism: Is there a Causal Connection?." *Journal of Economic Perspectives* 17(4): 119-144.

## Week 11 (October 21-25): Geography and Economic Prosperity

### Monday (October 21)

- Baker, Chapter 13
- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press. Chapter 4.
- Ⓜ Jensen, Nathan M., and Noel P. Johnston. 2011. "Political Risk, Reputation, and the Resource Curse." *Comparative Political Studies* 44(6): 662-688.

### Wednesday (October 23)

- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2002. "Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income Distribution." *Quarterly Journal of Economics* 117(4): 1231-1294.
- Ⓜ Rodrik, Dani, Arvind Subramanian, and Francesco Trebbi. 2004. "Institutions Rule: The Primacy of Institutions Over Geography and Integration in Economic Development." *Journal of Economic Growth* 9(2): 131-165.

- Ⓡ Fails, Matthew D., and Jonathan Kriekhaus. 2010. "Colonialism, Property Rights and the Modern World Income Distribution." *British Journal of Political Science* 40(3): 487-508.

### **Friday (October 25)**

- Diamond, Jared. 2002. "Evolution, Consequences and Future of Plant and Animal Domestication." *Nature* 418: 700-708.
- Ⓡ Faye, Michael L., John W. McArthur, Jeffrey D. Sachs, and Thomas Snow. 2004. "The Challenges Facing Landlocked Developing Countries." *Journal of Human Development* 5(1): 31-68.

## **Week 12 (October 28-November 1): Gender Inequality**

### **Monday (October 28)**

- Baker, Chapter 12
- Ⓡ Ross, Michael. 2008. "Oil, Islam, and Women." *American Political Science Review* 102(1): 107-123.
- Ⓡ Krause, Jana, Werner Krause, and Pii Branfors. 2018. "Women's Participation in Peace Negotiations and the Durability of Peace." *International Interactions* 44(6): 985-1016.

### **Wednesday (October 30)**

- Drury, A. Cooper, and Dursun Peksen. 2014. "Women and Economic Statecraft: The Negative Impact Economic Sanctions Visit on Women." *European Journal of International Relations* 20(2): 463-490.
- Peksen, Dursun. 2019. "Pro-market Economic Policies and Women's Economic Well-Being." *Journal of International Relations and Development* 22(1): 159-183.
- Ⓡ Detraz, Nicole, and Dursun Peksen. 2016. "The Effect of IMF Programs on Women's Economic and Political Rights." *International Interactions* 42(1): 81-105.
- Ⓡ Murdie, Amanda, and Dursun Peksen. 2015. "Women's Rights INGO Shaming and the Government Respect for Women's Rights." *Review of International Organizations* 10(1):1-22.

### **Friday (November 1)**

- Esarey, Justin, and Leslie A. Schwindt-Bayer. 2018. "Women's Representation, Accountability and Corruption in Democracies." *British Journal of Political Science* 48(3): 659-690.
- Ⓡ Detraz, Nicole, and Dursun Peksen. 2018. "'Women Friendly' Spending? Welfare Spending and Women's Participation in the Economy and Politics." *Politics and Gender* 14(2): 137-161.
- Ⓡ Bush, Sarah Sunn. 2011. "International Politics and the Spread of Quotas for Women in Legislatures." *International Organization* 65(1): 103-137.

## **Week 13 (November 4-8): Presentation Week I**

- [Sustainable Development Goals \(SDGs\)](#)

- Sachs, Jeffrey D. 2012. “From Millennium Development Goals to Sustainable Development Goals.” *The Lancet* 379: 2206-2211.
- Easterly, William. 2015. “The SDGs Should Stand for Senseless, Dreamy, Garbled.” *Foreign Policy*.
- Ⓜ Fukuda-Parr, Sakiko. 2004. “Millennium Development Goals: Why they Matter.” *Global Governance* 10: 395–402.
- Ⓜ Clemens, Michael A., Charles J. Kenny, and Todd J. Moss. 2007. “The Trouble with the MDGs: Confronting Expectations of Aid and Development Success.” *World Development* 35(5): 735-751.
- Ⓜ Easterly, William. 2009. “How the Millennium Development Goals are Unfair to Africa.” *World Development* 37(1): 26-35.

**Week 14 (November 11-15): Presentation Week II**

**Week 15 (November 18-22): Conclusions**

**Monday (November 18)**

- Hermes, Niels, and Robert Lensink. 2011. “Microfinance: Its Impact, Outreach, and Sustainability.” *World Development* 39(6): 875-881.
- Aker, Jenny C., and Isaac M. Mbiti. 2010. “Mobile Phones and Economic Development in Africa.” *Journal of Economic Perspectives* 24(3): 207-32.
- Ⓜ Easterly, William. 2002. *The Elusive Quest for Growth: Economists’ Adventures and Misadventures in the Tropics*. The MIT Press. Chapter 3.
- Ⓜ D’espallier, Bert, Isabelle Guérin, and Roy Mersland. 2011. “Women and Repayment in Microfinance: A Global Analysis.” *World Development* 39(5): 758-772.
- Ⓜ Hermes, Niels, and Robert Lensink. 2007. “The Empirics of Microfinance: What Do We Know?.” *The Economic Journal* 117(517): 1-10.

**Wednesday (November 20)**

- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press. Chapter 11.
- Duflo, Esther, and Abhijit Banerjee. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. Conclusion.

**Friday (November 22)**

- Final Exam Review

**TBD: Final Exam**