

# PLS 341: Politics of Development

Nazarbayev University

Fall 2022

MWF, 11:00 AM – 10:50 AM (8.310)

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**Office Location:** 8.502

**Office Hours:** MW, 1:00 PM – 2:30 PM (and by appointment)

## 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 global poverty to the West, such as colonialism, globalization, foreign aid, and international institutions. The last part of the course includes 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 an 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. 2021. *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 exams: exam I (20%) and exam II (30%). The exams will consist of essay questions, short questions, etc.

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

Students are expected to write two response papers (1200-1500 words) on the week's required reading (each worth 10%; do not write on recommended readings). 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 closely and carefully. The professor will assign the weeks by the start of Week 2. Response papers are to be submitted by 9:00 AM via Moodle (Turnitin) on Mondays of the chosen weeks. You will be marked off at ten percentage points for the first 24 hours late and an additional 20 percentage points for the subsequent 24 hours late. After 48 hours, your papers will not be graded. 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.

The papers should be based on a thorough reading of assigned and recommended literature as well as additional scholarly sources (peer-reviewed sources only!). 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 (1000 - 1250 words).

In the first half of the paper, students should state the authors' central 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 authors' reasoning. Avoid merely listing the topics covered in the reading.

In the second half of the paper, students should identify any theoretical or empirical gaps within the selected scholarship. This part should be analytical rather than descriptive 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 about the 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? A good response paper engages with all relevant recommended readings, and also cites at least 4-5 outside scholarly sources. The use of non-scholarly sources will severely affect your grade.

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). Students are highly encouraged to consult with the Writing Center staff before turning in the final version. Sample papers will be made available via Moodle.

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

There will be three unannounced in-class and/or take-home assignments (each worth 5%), 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. Absentees and those showing up late on the day of the quiz or the day when the quiz is handed over (i.e., later than five minutes from the start of the class) will not be allowed to participate in the assignment.

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

Students will prepare and present a policy brief report (1500-1750 words) on a country's Sustainable Development Goal (SDG) progress. This assignment aims to prepare students to critically assess the challenges that a host of developing countries face to overcome underdevelopment. As such, each student will be assigned a country at the beginning of the semester. Students will evaluate the progress, constraints, and viable policy prescriptions for the assigned country in the report. In other words, students must identify the country's needs, strengths, areas where resources should be channeled, and why. Data and scholarly sources must back assertions and recommendations. As such, students may find the [SDG Tracker](#) webpage particularly helpful.

Policy briefs are due via Moodle at 11:59 PM, November 21, 2022. Late submissions will not be accepted. Students are highly encouraged to consult with the Writing Center staff before turning in the final version. Sample papers will be made available via Moodle. Additionally, 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 three pages on the topic. The grading rubric, presentation guidelines, and schedule will be posted at a later date on Moodle.

## Grading

### Grading Components

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

## Letter Grade Distribution

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

|               |    |               |    |
|---------------|----|---------------|----|
| $\geq 95$     | 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- | $\leq 50.00$  | F  |
| 70.00 - 74.99 | C+ |               |    |

## Other Considerations

### Make-up Assignments

Students who know they will miss an assignment, 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. Certificates attesting medical crisis must be provided no later than three days after the consultation with the doctor. Certificates submitted after this deadline will not be accepted.

If a student misses an assessment and does not find a way to contact the professor within the 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 must 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 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 the re-graded assignment. For the final exam, students will have 48 hours to request the 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). Lastly, I do not scale or curve exams, and I do not envision any extra credit opportunities.

### **Availability**

Office hours are listed at the beginning of the syllabus, and I strongly recommend you schedule meetings during office hours. If you need to see me outside office hours, you must send me an email beforehand (at least 48 hours ahead), and I will be glad to make arrangements.

I aim to be responsive to emails 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. Please read this [post](#) on email etiquette by the end of the first week. I will not respond to overly informal emails.

### **Written Assignment Formatting**

Your papers are professional products and should be formatted as such. Each paper should be a word document (no PDFs), double-spaced, in a normal font (Times New Roman, size 12), with standard 1" margins. I strongly recommend you to use the [American Political Science Association](#) citation style. You are free to choose other citation styles. However, you must be consistent throughout the assignment. Keep in mind the page limit does not include references. Failure to adhere to these formatting instructions will adversely affect your assignment grade. Students are highly encouraged to consult with the Writing Center staffs before turning in the final version of any written assignments.

### **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. Students are also prohibited from using cellphones for the duration of the class. 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), the official document that outlines policies and procedures around academic misconduct at NU. Students are responsible for complying with NU policies and 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 academic dishonesty, feel free to consult the course instructor.

All materials, including the syllabus, lecture notes, and other documents are copyrighted. Students are prohibited from sharing them without the express written permission of the professor. Violation of this policy will be treated as academic misconduct and will be reported to the Vice Dean for Academic Affairs.

## **Class Outline**

The information contained in the course syllabus may change throughout the semester. All changes will be announced in class 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 15 - ): Overview**

- Syllabus
- Green, Amelia Hoover. 2013. [“How to Read Political Science: A Guide in Four Steps.”](#)
- Baker, Chapter 1
- Rostow, Walt W. 1960. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press. Chapter 2.

#### **Week 2 (August 22 - ): Theories and Measurement**

- Baker, Chapter 2

- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press. Chapter 1.
- Singer, Peter. 2010. *The Life You Can Save: How to Do Your Part to End World Poverty*. Random House. Chapter 1.
- Banerjee, Abhijit V., and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. Chapter 1.
- Ⓜ UNDP and the Concept and Measurement of Poverty
- Ⓜ 2021 Global Multidimensional Poverty Index (MPI)
- Ⓜ 2022 Special Report on Human Security
- Ⓜ Sen, Amartya. 1999. *Development as Freedom*. Random House. Chapter 1.
- Ⓜ Easterly, William. 2002. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. The MIT Press. Chapter 1.
- Ⓜ Sachs, Jeffrey D. 2006. *The End of Poverty: Economic Possibilities for Our Time*. Penguin. Chapter 1.

## Part II: International Factors

### Week 3 (August 29 - ): Colonialism; Globalization

- Monday - No Class
- Baker, Chapters 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.
- Baker, Chapter 5
- Ⓜ 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.
- Ⓜ Rudra Nita. 2008. *Globalization and the Race to the Bottom in Developing Countries: Who Really Gets Hurt?*. Cambridge University Press.
- Ⓜ Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press. Chapter 6.

#### **Week 4 (September 5 - ): Foreign Aid and the Bretton Woods Institution**

- Baker, Chapter 6
- Briggs, Ryan. 2017. “Does Foreign Aid Target the Poorest?.” *International Organization* 71(1): 187-206.
- Kono, Daniel, and Gabriella R. Montinola. 2009. “Does Foreign Aid Support Autocrats, Democrats, or Both?.” *Journal of Politics* 71(2): 704-718.
- Ⓜ Benyishay, Ariel, Matthew Dilorenzo, and Carrie Dolan. Forthcoming. “The Economic Efficiency of Aid Targeting.” *World Development*.
- Ⓜ Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press. Chapter 7.
- Ⓜ Easterly, William. 2002. “The Cartel of Good Intentions.” *Foreign Policy*: 40-49.
- Ⓜ Moyo, Dambisa. 2009. *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*. Macmillan.
- Ⓜ Easterly, William. 2006. *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin.

#### **Week 5 (September 12 - ): Exam Week**

- Review
- Exam I

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

#### **Week 6 (September 19 - ): Identity; Development Models**

- Baker, Chapters 7 & 8
- Easterly, William. 2002. *The Elusive Quest for Growth: Economists’ Adventures and Misadventures in the Tropics*. The MIT Press. Chapters 11 & 12.
- Ⓜ 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.
- Ⓜ 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.



- Ⓡ Bates, Robert. 1981. *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. Berkeley: University of California Press.

**Week 7 (September 26 - ): Economic and Political Institutions I**

- Baker, Chapters 9 & 10
- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press. Chapter 3.
- Ⓡ 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*.
- Ⓡ 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.
- Ⓡ Wintrobe, Ronald. 2000. *Political Economy of Dictatorship*. Cambridge: Cambridge University Press. Chapter 1.

**Week 8 (October 3 - ): Fall Break**

**Week 9 (October 10 - ): Economic and Political Institutions II**

- Przeworski, Adam, and Fernando Limongi. 1993. "Political Regimes and Economic Growth." *Journal of Economic Perspectives* 7(3): 51-69.
- 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.
- 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.

- Ⓡ Kuran, Timur. 1991. "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44(1): 7-48.
- Ⓡ 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 17 - ): Violence and State Failure

- Baker, Chapter 11
- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press. Chapter 2.
- Piazza, James A. 2011. "Poverty, Minority Economic Discrimination, and Domestic Terrorism." *Journal of Peace Research* 48(3): 339-353.
- Ⓡ 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.
- Ⓡ 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 24 - ): Geography and Economic Prosperity

- 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.
- 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.
- Diamond, Jared. 2002. "Evolution, Consequences and Future of Plant and Animal Domestication." *Nature* 418: 700-708.

- Ⓡ 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.
- Ⓡ 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 31 - ): Gender Inequality**

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

## **Part IV: Efforts to Combat Extreme Poverty**

### **Week 13 (November 7 - ): Conclusions**

- Hermes, Niels, and Robert Lensink. 2011. "Microfinance: Its Impact, Outreach, and Sustainability." *World Development* 39(6): 875-881.

- Rotondi, Valentina, Ridhi Kashyap, Luca Maria Pesando, Simone Spinelli, and Francesco C. Billari. 2020. “Leveraging Mobile Phones to Attain Sustainable Development.” *Proceedings of the National Academy of Sciences* 117(24): 13413-13420.
- 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.
- Ⓜ Easterly, William. 2002. *The Elusive Quest for Growth: Economists’ Adventures and Misadventures in the Tropics*. The MIT Press. Chapter 3.
- Ⓜ Hermes, Niels, and Marek Hudon. 2018. “Determinants of the Performance of Microfinance Institutions: a Systematic Review.” *Journal of Economic Surveys* 32(5): 1483-1513.

#### Week 14 (November 14 - ): Exam II Week

- Review
- **Exam II**

#### Week 15 (November 21 - ): Sustainable Development Goals

- **Presentation Paper Due**
- **Presentations**
- [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.