

POLI 516D: The Comparative Political Economy of Development

2020 Winter Session Term 1

Mondays 9:00-11:00AM PST on Collaborate Ultra (through Canvas)

Professor Yang-Yang Zhou (*she/her*)

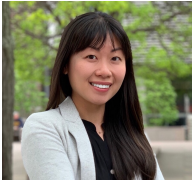
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To schedule, go to calendly.com/ubc-profzhou

1. About Your Instructor



Hello and welcome! I am Professor Yang-Yang Zhou from the Political Science dept. at UBC. My research aims to bring quantitative and experimental evidence to questions, and often misperceptions, within scholarly and public debates about the effects of forced migration on local communities in the Global South. My current projects span Tanzania, Kenya, Uganda, Afghanistan, Colombia, and the US-Mexico border. As graduate students, you can feel free to address me by my first name, Yang-Yang (pronounced Young-Young).

2. Remote Learning during a Pandemic

I am fully committed to making sure that you learn everything you are hoping to learn from this class.

Under ordinary conditions, I am accommodating with course expectations and grading when students face difficult challenges. Under pandemic conditions, I try to be even more flexible and empathetic.

You never owe me personal information about your health (mental or physical). If you need extra help or if you feel like you're behind or not understanding everything, do not suffer in silence. Please sign up for a time to meet on Zoom at calendly.com/ubc-profzhou. If you need more time for your assignments or an academic concession, there is a process in place, please contact [Arts Advising](#) and they will be in touch with me.

If you tell me you're having trouble, I will not judge you or think less of you. I hope you will extend me the same grace. I want you to learn from this class, but I primarily want you to stay healthy, balanced, and grounded during this crisis.

Also, keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities. Thus, I recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.

3. Course Overview

Why do some regions of the Global South seem to be better at “development” than others? This course provides a graduate level introduction to the comparative study of development. The first part of this course begins with a brief overview of how development is conceptualized and measured. We then consider and discuss existing explanations of developmental success and failure such as the influence of historical legacies, the role of the modern state and political institutions, markets and globalization, structural adjustment, and democracy versus authoritarianism. The second part of this course explores contemporary development initiatives such as democratic governance, information campaigns, and other channels for citizen participation.

We will draw on insights from a variety of social science disciplines in addition to political science such as sociology, economics, and social psychology. Since we will cover a range of topics, each of which could become its own course, you will have the opportunity to delve in more detail the topics and regions that interest you for the final research paper and present your research to the class. To that end, we will also analyze and practice the elements of conducting effective social science research.

4. Learning Objectives

- Explain the conceptualizations, drivers, and deterrants of development,
- Critically evaluate initiatives and policies considering these political factors using a causal inference framework,
- Compose referee reports,
- Conduct a replication or original research project,
- Prepare for a career in development research and/or academia.

5. Course Format

We will meet synchronously on Zoom (which you access through Canvas) Mondays 9:00 – 11:00AM PST. The format will be discussion-based, so readings need to be completed BEFORE class. Come prepared to discuss, critique, or defend any required reading. Attendance is required. If you miss one class, don’t worry, things happen. But if you anticipate missing several classes, please let me know and refer to Arts Advising for an academic concession.

6. Readings

There are no books required for this course. All required readings will be available online via Canvas. Section 9 in this syllabus lists each week’s readings. You will be expected to have completed the required readings before class so that you can have productive, evidence-driven (not opinion-driven) discussions.

7. How to Submit Your Assignments

The major assignments for this course are 2 Referee Reports and the Seminar Paper. **You must submit all of these assignments twice** to Turn-it-in AND to Canvas > Assignments. We use Turn-it-in to check for plagiarism and we use Canvas to give you comments and submit your grade.

For Turn-it-in, go to www.turnitin.com and find the appropriate assignment:

ClassID: **26370720** Enrollment Key: **POLI516D**

8. Assignments and Grading Criteria

1. **Class Participation (10%)**: As a seminar, this course depends on the active participation of its members. I expect each member of the class to not only attend, but make thoughtful contributions each week. Your questions and comments should draw on and assess arguments and concepts from the readings, and will also try to engage with other students contributions. Even a good question asking for clarification of an issue can help move the discussion forward and constitutes quality participation. Quality is more important than quantity, though I expect each member of the class to come prepared to justify and defend your responses to the readings.

We are only meeting for 2 hours every week, since being on Zoom for 3 hours at a stretch is probably unhealthy. Thus, I would like you to continue the discussion after class on our Course Discussion Board on Canvas. For each week, first make an original post; this could be an additional discussion question, comment, reflection on a reading, etc. following the seminar. Then reply to at least two other posts.

2. **Discussion Lead (2 x 10%)**: Active participation will also be facilitated in part by students signing up to lead the class discussion for two chosen weeks. You will sign up to lead a discussion twice during the term. When it's your week to lead discussion, divide up the readings the week before with your co-leads. **Type up 1 page maximum summary for each of your readings in our class Google Doc Notes (access through Canvas > Modules) by Saturday 9PM PST.** These notes can be in bullet points, and they should cover: **Research Question, Main argument, Hypotheses (Observable Implications), Research Design / Methods and Data, Findings.** Then prepare 1-2 discussion questions for each of those readings. In your discussion questions, try to reference other readings for that week or from earlier weeks if applicable.
3. **Referee Reports (2 x 15%)**: Referee reports are how the articles we're reading were published in academic journals or academic books – they were peer reviewed by scholars who have expertise on that topic. You will be expected to write two “mock” referee reports on two of the readings on the syllabus. Choose readings that you feel you can offer constructive criticism. These reports should be 4-5 pages, double spaced. They should summarize in a paragraph the core contention of the paper and then critique key aspects of the results, indicating what revisions are required to improve it. Please see the **How to Write a Referee Report** in Guides for more details. The first report should be on a reading from the first half of term, it is due **Monday, October 12 9PM PST**. The second report should on a reading from the second half of term, it is due **Monday, November 16 9PM PST**.
4. **Seminar Paper: (40%)**: Original Research Paper, a Replication Paper, or a Research Proposal. A major objective of this course is for you to become not only a critical consumer of knowledge, but a producer. Thus, the seminar paper will require original research. You can choose between three options:

- (1) Original research paper using existing public data / data you have already collected,
- (2) Replication and extension paper using data from a published paper that you are critiquing, and extending their arguments and analyses, OR
- (3) research proposal that includes a research design, and a plan for original data collection. This paper should be approximately 25 pages, double spaced. Think of this seminar paper as an opportunity to start your thesis or dissertation prospectus. You can make a case for working in pairs, given that research is increasingly co-authored, but please discuss with me first. **Your seminar paper is due on Monday, December 21 9PM PST.**

5. Labs (factor into your Participation Grade):

You must submit a 3 page outline (ungraded) with the research question, theory, short literature review, description of research design and data, and plan moving forward due **Monday, October 26 9PM PST** – this will be shared with the class. We will have two research lab sessions on **Monday, November 2 and 9** in which we provide constructive feedback for each other.

9. Course Schedule and Readings

Week 1: Conceptualizing and Measuring Development (with Dignity)

Sept. 14

- Required Readings:
 - Sen, Amartya (1999). Development as Freedom. Oxford University Press. Chapters 1 and 2 (pp. 3 - 34).
 - Banerjee, Abhijit V. and Esther Duflo (2007). “The Economic Lives of the Poor.” Journal of Economic Perspectives. Volume 21, Number 1. pp. 141 - 167.
 - Watch: Wainaina, Binyavanga (2005). “How to Write About Africa.” Granta 92. <https://twitter.com/BBCAfrica/status/1134075736334012416?s=20>
- Recommended:
 - Acemoglu, Daron. (2008). Introduction to Modern Economic Growth. Princeton University Press. Chapter 1.
 - Deaton, Angus (2005). Measuring Poverty in a Growing World (or Measuring Growth in a Poor World). Review of Economics and Statistics, 87(1), 1 - 19.

Week 2: Major Theories of Development

Sept. 21

- Required Readings: *select chapters from Oxford Handbook of the Politics of Development*
 - Bates, Robert. (2018). “Political Development.”
 - Mahoney, James and Diana Rodríguez-Franco. (2018). “Dependency Theory.”
 - Morrison, Kevin M. (2018). “The Washington Consensus and the New Political Economy of Economic Reform”
 - Fish, Steven. (2018). “Penury Traps and Prosperity Tales: Why Some Countries Escape Poverty While Others Do Not.”
- Recommended:

- Valenzuela, Samuel and Arturo Valenzuela. (1978). "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment" *Comparative Politics*, 10, 4: 535-552.
- Williamson, John. (2008). "A Short History of the Washington Consensus." *The Washington Consensus Reconsidered*.
- Stiglitz, Joseph. (2008). "Is there a Post-Washington Consensus Consensus?" *The Washington Consensus Reconsidered*.

Week 3: Effects of Colonialism and Historical Legacies

Sept. 28

- Required Readings:
 - Mamdani, Mahmood (2001). "Beyond Settler and Native as Political Identities: Overcoming the Political Legacy of Colonialism." *Comparative Studies in Society and History*.
 - Nunn, Nathan. (2009). "The importance of history for economic development." *Annu. Rev. Econ.*, 1(1), 65-92.
 - Acemoglu, Daron, Simon Johnson and James Robinson (2001). "The Colonial Origins of Comparative Development: An Empirical Investigation" *American Economic Review*, vol. 91(5) 1369-1401.
 - Iyer, Lakshmi (2010). "Direct versus indirect colonial rule in India: Long-term consequences." *The Review of Economics and Statistics*, 92(4), 693-713.
 - Dell, Melissa (2010). "The Persistent Effects of Peru's Mining Mita." *Econometrica* Vol. 78, No. 6, pp. 1863-1903.
- Recommended:
 - Huillery, Elise (2009). "History matters: The long-term impact of colonial public investments in French West Africa." *American Economic Journal: Applied Economics* 1.2: 176-215.
 - Nunn, Nathan, and Wantchekon, Leonard. (2011). "The slave trade and the origins of mistrust in Africa." *American Economic Review*, 101(7), 3221-52.

Week 4: Geography and Natural Resources

Oct. 5

- Required Readings:
 - Green, Elliott D. (2018). "Structuralism." *The Oxford Handbook of the Politics of Development*.
 - Ross, Michael L. (2015). "What have we learned about the resource curse?" *Annual Review of Political Science*, 18, pp.239 - 259.
 - Dube, Oeindrila and Juan F. Vargas (2008). "Are All Resources Cursed? Coffee, Oil, and Armed Conflict in Colombia." *Harvard Weatherhead Center Working Paper Series*.
 - Michalopoulos, Stelios, and Elias Papaioannou (2016). "The long-run effects of the scramble for Africa." *American Economic Review*, 106(7), 1802-48.
- Recommended:
 - Listen to: Resource Curse Solution, Give Money Away. Planet Money. <https://www.npr.org/sections/money/2010/06/17/127915306/>

- Herbst, Jeffrey. I. (2000). *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton, N.J.: Princeton University Press, Chapter 5.

Week 5: Societal Divisions and Conflict

Oct. 12

• Required Readings:

- Chandra, Kanchan. (2006). “What is ethnic identity and does it matter?” *Annual Review of Political Science*.
- Habyarimana, James, Macartan Humphreys, Daniel Posner and Jeremy Weinstein (2007). “Why Does Ethnic Diversity Undermine Public Goods Provision?” *American Political Science Review* 101, 4: 709 - 725.
- Posner, Dan N. (2004). “The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi.” *American Political Science Review*, 98(4), 529-545.
- Crost, Benjamin, Joseph Felter and Patrick Johnston (2014). “Aid Under Fire: Development Projects and Civil Conflict.” *The American Economic Review*.

• Recommended:

- Varshney, Ashutosh. (2001). “Ethnic Conflict and Civil society: India and Beyond.” *World Politics*, 53, 362-98.
- Miguel, Edward (2004). “Tribe or Nation? Nation Building and Public Goods in Kenya versus Tanzania.” *World Politics* 56 (3):327-62.
- Blattman, Chris, Miguel, Edward. (2010). Civil war. *Journal of Economic literature*, 48(1), 3-57.
- Lieberman, Evan and Prerna Singh. (2017). “Census Enumeration and Group Conflict: A Global Analysis of the Consequences of Counting.” *World Politics*.
- Ejdemyr, Simon, Eric Kramon, and Amanda Lea Robinson. (2018). Segregation, ethnic favoritism, and the strategic targeting of local public goods. *Comparative Political Studies*, 51(9), 1111-1143.

Week 6: States and Markets

Oct. 19

• Required Readings:

- Krueger, Anne O (1990). “Government Failures in Development,” *Journal of Economic Perspectives*. pp. 9-23.
- Scott, James C (1999). *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. Select Chapters.
- Bates, Robert. (1981). *Markets and States in Tropical Africa*. Berkeley: University of California Press. Pgs 11-29.
- Mkandawire, Thandika. (2001). “Thinking About Developmental States in Africa.” *Cambridge Journal of Economics*.

• Recommended:

- Kohli, Atul. (2004). *State-Directed Development*. Cambridge: Cambridge University Press. Select Chapters.

- Haggard, Stephan and Myung-Koo Kang. (2018) “The Politics of Growth in South Korea: Miracle, Crisis, and the New Market Economy.” The Oxford Handbook of the Politics of Development.
- Grindle, Merilee (2004). “Good Enough Governance: Poverty Reduction and Reform in Developing Countries.” Governance 17.4 (October 2004): 525 - 548.

Week 7: Information Campaigns and Democratic Accountability

Oct. 26

- Required Readings:
 - Krishna, Anirudh. (2018). “Missing Links in the Institutional Chain.” The Oxford Handbook of the Politics of Development.
 - Pande, Rohini. (2020). “Can democracy work for the poor?” Science.
 - Reinikka, Ritva and Jakob Svensson (2004). The power of information: evidence from a newspaper campaign to reduce capture. Vol. 3239 World Bank Publications.
 - Martin, Lucy and Pia Raffler (2020). “Fault Lines: The Effects of Bureaucratic Power on Electoral Accountability.” American Journal of Political Science.
- Recommended:
 - Gottlieb, Jessica (2016). “Greater Expectations? A Field Experiment to Improve Accountability in Mali.” American Journal of Political Science 60(1): 143-157.
 - Lieberman, Evan S, Daniel N Posner and Lily L Tsai (2014). “Does information lead to more active citizenship? Evidence from an education intervention in rural Kenya.” World Development 60:6983.
 - Banerjee, Abhijit V, Rukmini Banerji, Esther Duflo, Rachel Glennerster and Stuti Khemani. (2010). “Pitfalls of Participatory Programs: Evidence from a randomized evaluation in education in India.” American Economic Journal: Economic Policy pp. 130.

• 3 page outline for Seminar Paper due.

Week 8: Research Lab 1

Nov. 2

- Required Readings:
 - Research outlines for Lab 1 presenters. Be prepared to offer constructive comments.
- You will have 2 minutes to introduce your project, then 8 minutes to receive comments and suggestions.

Week 9: Research Lab 2

Nov. 9

- Required Readings:
 - Research outlines for Lab 1 presenters. Be prepared to offer constructive comments.
- You will have 2 minutes to introduce your project, then 8 minutes to receive comments and suggestions.

Week 10: Impact Evaluation through Field Experiments

Nov. 16

- Required Readings:
 - Glennerster, Rachel and Kudzai Takavarasha (2013). “Running Randomized Evaluations: A Practical Guide.” Princeton Press. Chapters 1-2.
 - Mousa, Salma (2020). “Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq.” Science.

- Wolfe, Rebecca (2020). “The Benefits and Challenges of Randomized Control Trials in Conflict Environments: Reflections From a Scholar-Practitioner.” *Researching Peace, Conflict, and Power in the Field* pp 259-280.
- Teele, Dawn. (2014). “Reflections on the Ethics of Field Experiments.” in Teele, ed., *Field Experiments and their Critics*.
- Recommended:
 - Listen to: Scope Conditions Podcast interviews Salma Mousa. (link TBA)
 - Duflo, Esther (2020). “Field Experiments and the Practice of Policy.” *American Economic Review*.
 - Zhou, Yang-Yang and Jason Lyall. (2020). “Prolonged Social Contact with Internally Displaced Migrants Does Not Reduce Prejudice Among Locals in Wartime Settings.”

Week 11: Bias and Gender in Development

Nov. 23

- Required Readings:
 - Sen, Amartya. (1990). *More Than 100 Million Women Are Missing*. The New York Review of Books.
 - Beaman, Lori, Raghabendra Chattopadhyay, Esther Duflo, Rohini Pande, Petia Topalova. (2009) “Powerful Women: Does Exposure Reduce Bias?” *The Quarterly Journal of Economics*.
 - Clayton, Amanda and Par Zetterberg. (2018). “Quota Shocks: Electoral Gender Quotas and Government Spending Priorities Worldwide.” *Journal of Politics*.
 - Robinson, Amanda and Jessica Gottlieb. (2019). “How to Close the Gender Gap in Political Participation: Lessons from Matrilineal Societies in Africa.” *British Journal of Political Science*.
- Recommended:
 - Miguel, Edward. (2005). “Poverty and Witch Killing.” *The Review of Economic Studies*, Volume 72, Issue 4, Pages 1153-1172.
 - Gottlieb, Jessica, Guy Grossman and Amanda Robinson (2018). “Do Men and Women Have Different Policy Preferences in Africa? Determinants and Implications of Gender Gaps in Policy Prioritization.” *British Journal of Political Science* 48(3): 611-636.
 - Brule, Rachel and Nikhar Gaikwad. (2020). “Culture, Capital and the Political Economy Gender Gap: Evidence from Meghalaya’s Matrilineal Tribes.” *Journal of Politics*.

Week 12: Democratic Choice!

Nov. 30

- During Mid-course evaluations, we will have a class vote on a topic intersected with development this last week should focus on. Options include: ***Global Governance and Foreign Aid, Migration, Climate Change, or Public Health***
- Readings TBD

10. Course Policies

Office Hours. Think of this time as one-on-one time to chat with me. ***I would like to see each of you in my office hours at least once during term,*** preferably in the first few weeks, so I can get to know you and your interests better. We can discuss course materials, ideas for your seminar paper, anything related to development, how to conduct social science research, what graduate school and academia is like, career goals, etc.

Emails. In the Subject, please write “Pol516D:” then subject of your inquiry, and include your student number in the signature. I receive so many emails every day, that this ensures I see it and have all the information I need to be helpful to you. I will *try* to respond to your emails within 48 hours. I understand that often academic issues can feel like emergencies. But there is almost always a sensible solution, so if I do not respond right away, please don't fret (and send me multiple follow-up emails).

Lateness Policy Note the due dates in Section 8. ***Assignments handed in after the deadline will lose 2 points on a 100-point scale for each day, including weekend days.*** After 2 weeks, you will need to contact Arts Advising for a formal academic accommodation.

Academic Accommodations. All individual academic accommodations must be requested through Arts Advising (<http://students.arts.ubc.ca/advising>). Nevertheless, your success in this class is important to me. We all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

Access and Diversity. The university accommodates students with disabilities who have registered with the Access and Diversity Unit. Students must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions. For more information, please refer to the following guide: <http://students.ubc.ca/about/access>.

Religious Accommodation. The university accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. However, you must notify me in the first week of class if you will require any accommodation on these grounds. For more information, please refer to the UBC Policy on Religious Holidays.

Academic Integrity. Students in this course are expected to comply with UBC's policy on academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas. We will use <https://www.turnitin.com/> to avoid plagiarism. You should do the readings and grapple with the material independently. But you are also encouraged to discuss these materials with other colleagues in and outside of the course.

Recommendation Letter Policy. After this course, you may be applying for internships, jobs, more graduate school, etc. and need a recommendation letter from me. In order for me to write the best letter possible: 1) please make sure that I am the correct person to ask: we have spoken several times in my office hours, you have done research assistance for me, and/or I am on your committee. 2) send me the request at least 2 weeks before it is due with your application materials, resume/CV, and a short memo with what you want me to emphasize about you in the letter.

11. Additional Research Resources:

Here is a list of resources to help with your research project.

- Center for Qualitative and Multi-Method Inquiry, the Maxwell School of Citizenship and Public Affairs at Syracuse University. [Qualitative Data Repository](#).
- Data is Plural. [Archive of Quantitative Data Announcements](#)
- United Nations Statistics Division. [Household Sample Surveys in Developing and Transition Countries](#).
- Abdul Latif Jameel Poverty Action Lab (J-PAL) and Innovations for Poverty Action (IPA). [Research Resources](#).
- Evidence in Governance and Politics (EGAP). [Quant/Experimental Methods Guides](#).
- DeclareDesign. [Tool for Declaring and Diagnosing Research Designs](#).
- Berkeley Research Development Office. [Grant Writing Resources](#).

12. Land Acknowledgement

UBC Vancouver is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site. To learn more, see <https://students.ubc.ca/ubclife/what-land-acknowledgement>.