COURSE SUMMARY

This graduate seminar explores key factors that shape the development trajectory of nations, drawing on work from political science, economics, and sociology. We will examine various aspects of development, with a particular focus on economic growth. A primary area of inquiry is how political institutions influence development outcomes. Topics covered include the relationship between democracy and development, the role of the state, consequences of natural resources and corruption, and the impact of foreign aid. The seminar is designed for graduate students preparing for the comprehensive examination in comparative politics or designing a dissertation prospectus for study of the developing world, but students from other sub-disciplines are welcomed and encouraged to enroll.

Political Science 231E is organized around ten themes:

1. Defining Development
2. Traditional Economic Approaches to Development
3. The Rise of Institutional Economics
4. Democracy, Dictatorship, and Development
5. Rule of Law, Property Rights, and Development
6. States and Development
7. Corruption and Development
8. Clientelism and Development
9. Natural Resources and Development
10. Aid and Development

COURSE REQUIREMENTS

Participation

Students are expected to complete all readings prior to each session and to attend every seminar. Seminar participation will count for 40% of the overall grade. Students are expected to make multiple comments in every session, but more is not necessarily better – the objective is to make thoughtful contributions to the conversation. Students are also expected to provide constructive feedback to others’ research outlines during presentations discussed below.

* Syllabus prepared in collaboration with Jordan Gans-Morse of Northwestern University
The writing assignment in this seminar is a final paper worth 60% of the overall grade, with a length of 5,000 words (excluding references). You may choose your own topic related to the study of development. The writing assignment may consist of a research paper or a critical literature review. With the first option, ideally you would write a full-fledged research paper, but you may instead write a paper that is somewhere between a research design and a research paper. The paper should clearly specify an empirical puzzle, synthesize the relevant literature, posit hypotheses, and analyze and discuss whether available evidence (quantitative and/or qualitative) supports your hypotheses versus alternative hypotheses. If you do not have sufficient evidence, specifically elaborate the type of evidence you would collect, and the types of analyses you would conduct to weigh different hypotheses. If you choose to write a critical literature review, it should have an overall argument. There is no set number of books and/or articles that reviews must cover, but they should assess influential works representing multiple perspectives.

Final Paper: The paper deadline is **THURSDAY, MARCH 19th at NOON**—no late papers will be accepted unless extraordinary circumstances apply and you have prior permission from the instructor. Papers must be submitted in BOTH printed and electronic form: (1) place a printed, double-sided copy of your paper in my departmental mailbox in SSB 301, and (2) upload an electronic version of your paper in the “Final Paper Assignment” section under the “Content” tab of this course’s TED site.

In addition, there are three interim deadlines for this paper:

(1) One-Paragraph Description: On **WEDNESDAY, FEBRUARY 4th at NOON**, you must submit a one-paragraph description about your intended paper topic, which should ideally include a brief description of your research question, hypotheses, and planned analyses. You may change your topic at a later date, and this paragraph will not be graded. Submit your one-paragraph description by uploading an electronic version in the “One-Paragraph about Planned Paper” assignment under the “Content” tab of this course’s TED site.

(2) Research Excerpts: On **WEDNESDAY, FEBRUARY 25th at NOON**, you must submit a ten-page document that contains excerpts from and/or summaries of at least 15 studies that pertain to the topic of your final paper. The purpose of this assignment is strictly to act as an input in writing the final paper— it will not be graded. It does not require any specific formatting; you may annotate it if you wish. Submit the document by uploading an electronic version in the “Research Excerpts” assignment under the “Content” tab of this course’s TED site. If you change the topic of your final paper topic afterwards, such that the excerpts are not relevant to your research topic, you must resubmit this ten-page document in the same location such that it pertains to the updated topic.

(3) Outline: Students will present an outline of their research paper and receive comments from other students. Outlines should be two pages, with bullets corresponding to each paragraph, and sub-bullets corresponding to the logic and/or evidence that will be written in each paragraph. Students will very briefly discuss their project, followed by 10 minutes
of comments and suggestions from others. Students will be randomly assigned to present during sessions on these dates: February 13th, February 20th, February 27th and March 6th. All students are expected to read others’ outlines before the session during which they are discussed. Accordingly, you must upload your outline by NOON on the WEDNESDAY two days before you present. So that others may read it before class, upload an electronic version to the corresponding week under the “Research Outlines” section under the “Discussion” tab of this course’s TED site.

The final paper should facilitate publication of a journal article, preparation of the dissertation prospectus, and/or preparation for a field exam. With this in mind, I may be willing to tailor the assignment to students’ goals. You must e-mail or speak with me by January 30th about any such requests. Papers previously written or simultaneously submitted for another course will not be accepted.

**COURSE MATERIALS**

The course draws on a wide range of sources, and there are no books that we will read in their entirety. All journal articles and book chapters will be made available via the course website on TED. That said, I encourage you to purchase the following books if you do not own them already:


If you are unfamiliar with some of the econometric techniques in the readings, the following, PDFs of which can be found online for free, might be good resources:


For additional background on development debates, see the following:

- Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It* (Oxford University Press, 2007)
• Abhijit Banerjee, Roland Benabou, and Dilip Mookherjee, eds., *Understanding Poverty* (Oxford University Press, 2006)

**COURSE OVERVIEW**

**Week 1: Defining Development**  
*Friday, January 9*

Key questions:

- How should development be defined?
- How should development be measured?
- How is economic growth related to other development indicators?
- What are the key development trends in recent years?

Assigned Readings:

  o Chapters 1-2
- Michael Porter and Scott Stern, *Social Progress Index 2014: Executive Summary*  
Other Readings:

**Alternative Indicators to GDP**


**Overviews of Development Trends**

- Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It* (Oxford University Press, 2007) (see Chapter 1)

**What are Markets?**

Week 2: Traditional Economic Approaches to Development  
*Friday, January 16*

Key questions:

- What are the sources of economic growth?
- How well do theories explain actual economic growth?
- How have theories of growth evolved over time?

Assigned Readings:

  o Chapters 2-4
  o Chapters 2-3
  o Read pages 1-10

Other Readings:

For those who are encountering the Solow model for the first time, I encourage you to watch Tyler Cowen and Alex Tabarrok’s short online overview here:

- http://mruniversity.com/solow-model-1-%E2%80%93-introduction

On Methodological Approaches

  o Chp 1: The Fall and Rise of Development Economics
On Economic Theories of Growth


Empirical Work on Growth


Other

Week 3: The Rise of Institutional Economics
Friday, January 23

Key questions:

- What are institutions?
- How do institutions affect development?
- How can institutions be studied?

Assigned Readings:

  - Chapter 1
- James Mahoney, Colonialism and Postcolonial Development: Spanish America in Comparative Perspective (Cambridge University Press, 2010)
  - Chapter 1 and Conclusion

Other Readings:

For those not familiar with instrumental variables or who need a review, see the Gertler et al. (2011) or Khandker et al. (2010) readings cited on Page 3, or alternatively:


Debate Over “Colonial Origins” Paper


Debate Over Effects of Institutions


**General Work on Institutions and Development**

• Avner Greif, *Institutions and the Path to the Modern Economy* (Cambridge University Press, 2006)
Week 4: Democracy, Dictatorship, and Development
Friday, January 30

Key questions:

- Does development cause democracy?
- Does democracy cause development?

Assigned Readings:

  - Chapters 1 and 7
  - Read pages 517-524
  - Read pages 15-27

Other Readings:

*Development’s Effect on Regime*

Regime Effect on Development

Regime Type and Public Policy


Inequality and Regime Change

Week 5: Rule of Law, Property Rights, and Development  
Friday, February 6

Key Questions:

- What is the role of law and property rights in development?
- What specific institutional arrangements are conducive to development?
- How do we account for growth in countries with poor institutions?

Assigned Readings:

- David Trubek, “Law and Development: 40 Years after Scholars in Self Estrangement,” University of Wisconsin Legal Studies Research Paper No. 1255 (May 2014)

Other Readings:

On property rights and credible commitment:

On the East Asia "puzzle" of growth with poor institutions:


Additional micro-level empirical works:


On the “legal origins” debate:


General Readings on the Rule of Law in Developing Countries

- Barry Weingast, “Why Developing Countries Prove so Resistant to the Rule of Law,” in


On Origins of Property Rights

- Gary Libecap, Contracting for Property Rights (Cambridge University Press, 1994)
Week 6: States and Development  
*Friday, February 13*

Key Questions:

- Can the state promote development? Under what circumstances?
- What is the “Developmental State?” How useful is the concept?

Assigned Readings:

  - Chapter 1
  - Introduction and Chapters 1-2
  - Chapters 1-3
- Alice Amsden, *Asia’s Next Giant: South Korea and Late Industrialization* (Oxford University Press, 1989)
  - Chapters 1 and 6

Other Readings:

Some Classics

- Samuel Huntington, *Political Order in Changing Societies* (Yale University Press, 1968)
- Chalmers Johnson, *MITI and the Japanese Miracle* (Stanford University Press, 1982)

More on the Development State

- Meredith Woo-Cumings, ed., *The Developmental State* (Cornell University Press, 1999)
On Rent-Seeking


On Governance

Week 7: Corruption and Development
Friday, February 20

Key questions:

- What different types of corruption exist?
- What causes corruption?
- How does corruption affect development outcomes?
- How can corruption be studied?

Assigned Readings:

- Samuel Huntington, *Political Order in Changing Societies* (Yale University Press, 1968)
  - Read pages 59-71
  - Read Chapter 1

Other Readings:

Methodological Approaches:


**Background Reading:**

- Susan Rose-Ackerman, *Corruption and Government: Causes, Consequences, and Reform* (Cambridge University Press, 1999)
- Maxim Mironov and Ekaterina Zhuravskaya, “Corruption in Procurement and Shadow Campaign Financing: Evidence from Russia,” unpublished manuscript
• Vineeta Yadav, “Legislative Institutions and Corruption in Developing Country Democracies,” Comparative Political Studies 45, 8 (2012): 1027-1058
• Elizabeth Zechmeister and Daniel Zizumbo-Colunga, “The Varying Political Toll of Concerns About Corruption in Good Versus Bad Economic Times,” Comparative Political Studies 46, 10 (2013): 1190-1218
**Key questions:**

- What is clientelism and how does it differ from other forms of distributive politics?
- What causes clientelism?
- How does clientelism affect development outcomes?
- How can clientelism be studied?

**Assigned Readings:**

  - Read Introduction

**Methodological Approaches to the Study of Clientelism**


**Further Background Reading:**

- Simona Piattoni, “Clientelism in Historical and Comparative Perspective,” in *Clientelism, Interests, and Democratic Representation: The European Experience in Historical and Comparative Perspective*, Simona Piattoni, ed. (Cambridge University Press, 2001)


Week 9: Natural Resources and Development
**Friday, March 6**

**SEMINAR MEETS IN SSB 333 ON MARCH 6 ONLY**

Key Questions:

- What are the effects of natural resources on economic development?
- What are the effects of natural resources on regime type?
- What types of institutional arrangements mediate these relationships?

Assigned Readings:

  - Chapters 1-3 and 6
  - Chapter 1

Other Readings:

• M. Steven Fish, *Democracy Derailed in Russia: The Failure of Open Politics* (Cambridge University Press, 2005) (Chapter 5)
**Week 10: Aid and Development**

*Friday, March 13*

**Key Questions:**

- What is the impact of foreign aid on development outcomes?
- How do political institutions influence aid effectiveness?

**Assigned Readings:**

  - Chapter 4

**Other Readings:**

*Aid and Development*

- Roger Riddell, *Does Foreign Aid Really Work?* (Oxford University Press, 2007)
• Paul Collier, The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It (Oxford University Press, 2007) (Chapter 7)
• Michael Faye and Paul Niehaus, “Political Aid Cycles,” American Economic Review 102, 7 (2012), 3516-3530

Aid and Democracy

• Helen Milner, Daniel Nielson and Michael Findley, “Which Devil in Development? A Large-N Survey and Randomized Field Experiment Comparing Bilateral Aid, Multilateral Assistance, and Government Action in Uganda,” working paper