POLI 328B: The Politics of Development & Government Accountability

2020 Winter Session Term 1

Tuesdays & Thursdays, 12:30-2:00PM PST on Collaborate Ultra (through Canvas)

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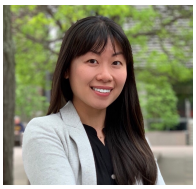
1. About Your Instructors



Hello and welcome! I am Professor 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.

I'm Verónica Hurtado. I am a Political Science Ph.D. Candidate and Liu Scholar at UBC. My research focuses on political economy of development and political behavior, with a regional specialization in Latin America. For my dissertation, I use both quantitative and qualitative tools to study the political attitudes of citizens' in two Andean countries: Peru and Bolivia.

2. Remote Learning during a Pandemic

Verónica and I are fully committed to making sure that you learn everything you are hoping to learn from this class. Under ordinary conditions, we are accommodating with course expectations and grading when students face difficult challenges. Under pandemic conditions, we strive to be even more flexible and empathetic.

You never owe us 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 us.

If you tell us you're having trouble, we will not judge you or think less of you. We hope you will extend us the same grace. We want you to learn from this class, but we 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, we 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

What *political factors* help explain patterns of development – in terms of health, education, prosperity, and security – around the world? Why are some societies more unequal than others? How have policies and programs aimed at reducing poverty and inequality fared? We will explore these and related questions in this advanced undergraduate course. While there are no easy answers to these questions, this course aims to equip you with the conceptual and analytic tools from a social science approach to study development.

To be clear, by undertaking a social scientific approach to the study of development, we will focus on understanding general explanations and evidence of patterns across time and space. There will be much less emphasis on detailed histories of politics and development in particular countries and places than what would be presented in area studies courses. Knowledge and insights from those courses will be an excellent complement to the materials presented here. 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 assignment. To that end, we will also analyze and practice the elements of conducting effective social science research.

4. Learning Objectives

- Understand the various conceptualizations and dimensions of "development,"
- Empirically (i.e. using evidence to) assess the political drivers of development,
- Critically evaluate initiatives and policies considering these political factors, using a causal inference framework,
- Practice being active, informed citizens on political issues surrounding development,
- Learn about and prepare for careers in development research and policy analysis.

5. Course Format

We will meet synchronously on Collaborate Ultra (which you access through Canvas) Tuesdays and Thursdays from 12:30 – 2:00PM PST. Each class will be a combination of short lecture(s), small group discussions and active participation exercises through **Top-Hat**, and sometimes, special guest speakers.

We encourage you to come to class for the full experience, but if you cannot, we will record all classes and upload the videos and lecture slides to Canvas afterwards. You do not need to notify us about missing class. To make this class interactive and engaging, we also encourage you to turn on your video cameras so we can see each other, but we also understand that there are legitimate reasons if you cannot.

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. The lectures will review the concepts discussed in these readings, but do not substitute for them.

7. How to Submit Your Assignments

The major assignments for this course are: 1) Critical Reading Memos, 2) Open-Book Midterm Exam, 3) Final Research Design.

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: **26370094**
Enrollment Key: **POLI328B**

8. Assignments and Grading Criteria

1. **Class/Online Participation (10%)**: Participation in **Top-Hat discussions** (available for 48 hours after class), and contributing to the **Course Blog**. While speaking up in class and participating in small group discussions are *highly* encouraged, it may be difficult given remote learning. Therefore, (1) we make Top-Hat discussion available for 48 hours after class. If you cannot attend class, make sure you watch the lecture recording and complete the exercises within 48 hours. (2) We have a course blog, which you can find on Canvas anytime. It is an opportunity for you to share with your classmates relevant news articles, op-eds, and your thoughts on how they connect to the course materials.

2. **Critical Reading Memos (30%)**: These memos (3 pages each, double spaced) are your reflections based the readings. They are not summaries of the readings but rather analyze key concepts and findings, highlight practical implications for policymakers, and include 2-3 discussion questions. Further instructions and a guide will be posted on Canvas. **We drop the lowest grade out of the three memos, so you can decide to just do any two.** But it is safer to get feedback early, so we strongly encourage you to do Memo 1.

   Memo 1 is due by end of Week 4 on Friday October 2 9PM PT; Memo 2 by Week 8, Friday October 30, 9PM PT; and Memo 3 by Week 12, Friday November 27 9PM PT.

3. **Open-Book Midterm Exam (20%)**: **This open-book midterm exam will be available on Thursday November 12 3:00PM PST - Monday November 16 9PM PST.** You may use your notes, lecture slides, readings but you may NOT consult a classmate or other online resources. It will cover Weeks 1 to 10, and it should take you 2 hours to complete.

4. **Final Research Design Assignment (40%)**: The final assignment is to write a research design proposal (7-10 pages, double spaced) tackling a real-world development-related research question. It could

be a question we discussed in class. What have other scholars written on the topic of this question? What is your hypothesis? If you were given a large grant of $100K by UBC, what data would you collect to answer this question, in what region of the world, and how would this data help answer this question? **This assignment is due on Monday, December 14 9PM PST** (24-hour grace period for submitting the report in case of emergencies, no need to notify the instructors).

Extra credit – Peer Review: Upload a first draft of the Final Research Design Assignment to Canvas by **Friday November 27 9PM PST**. It will be randomly assigned to a fellow-classmate and you will receive someone else's. Help them improve their draft by pointing out where they can improve their arguments and evidence. **The peer review will be due on Friday December 4 9PM PST**. If you complete this peer review exercise, you will receive 5 extra credit points on the assignment.

9. Course Schedule and Readings

Week 1: Introduction and the Big Picture **Sept. 10**

- Read the syllabus, find and complete the "Easter egg" assignment
- Do the Quizzes > Introduction Survey
- Required Readings (after first class):
  - Green, Amelia H. (2013). "How to Read Political Science: A Guide in Four Steps."
  - Wainaina, Binyavanga (2005). "How to Write About Africa." Granta 92.

Week 2: Conceptualizing and Measuring Development **Sept. 15 and 17**

- Required Readings:
  - Sen, Amartya (1999). Development as Freedom. Chapters 1 and 2 (pp. 3 - 34).
  - Sanghi, Apurva, Tom Bundervoet, and Laban Maiyo (2015). Night lights and the pursuit of subnational GDP: Application to Kenya & Rwanda. Let's Talk Development Blog.
- Recommended:
  - Listen to: The Invention of Money. This American Life. https://www.thisamericanlife.org/423/the-invention-of-money
  - "The socioeconomics of sewage – Analysing waste water may assist census takers." (2020) Economist.

Week 3: Common Explanations of Economic Growth and Inequality **Sept. 22 and 24**

- Required Readings:
  - Fish, Steven (2018). "Penury Traps and Prosperity Tales: Why Some Countries Escape Poverty While Others Do Not." The Oxford Handbook of the Politics of Development.
  - Banerjee, Abhijit V. and Esther Duflo (2007). "The Economic Lives of the Poor." Journal of Economic Perspectives. Volume 21, Number 1. pp. 141 - 167.
- Recommended:

- Listen to: Is Income Inequality Inevitable? Freakonomics. http://freakonomics.com/podcast/earth-2-0-income-inequality/
- Hickel, Jason (2019). "Bill Gates says poverty is decreasing. He couldn't be more wrong." The Guardian. Op-ed.

Week 4: Effects of Colonialism and Historical Legacies **Sept. 29 and Oct. 1**

- ***Critical Reading Memo 1 due Friday October 2 9PM PST***
- 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." Annual Review of Economics.
- Recommended:
  - Explore the New York Times 1619 Project: https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html. Directed by Nikole Sheri Hannah-Jones.
  - 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.

Week 5: Geography and Natural Resources **Oct. 6 and 8**

- Required Readings:
  - Ross, Michael. (2018). "The Politics of the Resource Curse: A Review." The Oxford Handbook of the Politics of Development.
  - Dube, Oeindrila and Juan F. Vargas (2008). "Are All Resources Cursed? Coffee, Oil, and Armed Conflict in Colombia." Harvard Weatherhead Center Working Paper Series.
- Recommended:
  - Listen to: Resource Curse Solution, Give Money Away. Planet Money. https://www.npr.org/sections/money/2010/06/17/127915306/

Week 6: Societal Divisions and Conflict **Oct. 13 and 15**

- Required Readings:
  - Chandra, Kanchan. (2006). "What is ethnic identity and does it matter?" Annual Review of Political Science.
  - Elbadawi, Ibrahim, and Nicholas Sambanis. (2000). "Why Are There So Many Civil Wars in Africa?" Journal of African Economies.
- Recommended:
  - 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.

- Lieberman, Evan and Prerna Singh. (2017). "Census Enumeration and Group Conflict: A Global Analysis of the Consequences of Counting." World Politics.

Week 7: Governance and the Modern State **Oct. 20 and 22**

- Required Readings:
  - Krueger, Anne. (1990). "Government Failures in Development." The Journal of Economic Perspectives.
  - Mkandawire, Thandika. (2001). "Thinking About Developmental States in Africa." Cambridge Journal of Economics.
- Recommended:
  - Grindle, Merilee (2004). "Good Enough Governance: Poverty Reduction and Reform in Developing Countries." Governance.

Week 8: Institutions and Democratic Development **Oct. 27 and 29**

- ***Critical Reading Memo 2 due Friday October 30 9PM PST***
- 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.
- Recommended:
  - Acemoglu, Daron, Suresh Naidu, James Robinson, and Pascual Restrepo. (2014). "Democracy Does Cause Growth." VoxEU column.
  - Ruiz Pozuelo, Julia, Amy Slipowitz, Guillermo Vuletin. (2016). "Democracy does not cause growth." VoxEU column rebuttal.

Week 9: Public Service Delivery, Information, and Accountability **Nov. 3 and 5**

- Required Readings:
  - Reinikka, Ritva and Jakob Svensson (2004). "The power of information: evidence from a newspaper campaign to reduce capture." 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:
  - 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.

Week 10: Randomized Evaluations of Development Projects **Nov. 10 and 12**

- ***Open-book Midterm Exam covers Weeks 1 to 10, Thursday November 12 3:00PM - Monday November 16 9PM PST.***
- Required Readings:
  - JPAL. Advantages of Randomized Evaluations, 2 page primer.

- Duflo, Esther (2020). "Field Experiments and the Practice of Policy." American Economic Review.
- Mousa, Salma (2020). "Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq." Science.

- Recommended:
  - Listen to: Scope Conditions Podcast interviews Salma Mousa. (link TBA)
  - Glennerster, Rachel and Kudzai Takavarasha (2013). "Running Randomized Evaluations: A Practical Guide." Princeton Press. Chapter 2.
  - 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. 17 and 19**

- Required Readings:
  - 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.

- Recommended:
  - Listen to: Negotiating a better future, Experimental evidence from Zambia. VoxDev. https://voxdev.org/topic/health-education/negotiating-better-future-experimental-evidence-zambia
  - 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.
  - Brule, Rachel and Nikhar Gaikwad. (2020). "Culture, Capital and the Political Economy Gender Gap: Evidence from Meghalayas Matrilineal Tribes." Journal of Politics.

Week 12: Global Governance and Foreign Aid **Nov. 24 and 26**

- ***Critical Reading Memo 3 due Friday November 27 9PM PST***
- ***Extra Credit - Draft for Peer Review due Friday November 27 9PM PST***
- Required Readings:
  - Moyo, Dambisa (2009). " Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa" (select chapters).
  - Bermeo, Sarah. (2017). "Aid Allocation and Targeted Development in an Increasingly Connected World." International Organization.

- Recommended:
  - Birdsall, Nancy (2004). Seven Deadly Sins: Reflections on Donor Failings, CGD Working Paper 50.
  - Crost, Benjamin, Joseph Felter and Patrick Johnston (2014). "Aid Under Fire: Development Projects and Civil Conflict." The American Economic Review.

Week 13: Democratic Choice! Migration, Climate Change, or Public Health **Dec 1 and 3**

- ***Extra Credit - Peer Review due Friday December 4 9PM PST***
- During Mid-course evaluations, we will have a class vote on a topic intersected with development this last week should focus on. Options are 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 or Verónica. We are happy to discuss the course materials, anything related to development, how to conduct social science research, what graduate school and academia is like, what you might want to do after graduation.

Emails. Please address emails to me as "Dear Prof. or Dr. Zhou," in the Subject, write "Pol328B:" and the subject of your inquiry, and include your student number in the signature. This ensures that your email is professional and includes all the information I need to be helpful to you. We will try to respond to your emails within 48 hours. We understand that often academic issues can feel like emergencies. But there is almost always a sensible solution, so if we do not respond right away, please don't fret. Particularly in a large class like this one, please do not send us emails about small administrative points, missed lectures, etc. I would ask that you first check the syllabus.

Lateness Policy for Memos and Final Assignment. Note the due dates for the Critical Reading Memos and Final Assignment in Section 8. ***These 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 (missed assignments, standing deferral status) should be requested through Arts Advising (http://students.arts.ubc.ca/advising). Accommodations are already included in the course policies (dropping the lowest memo grade, 24-hour grace period for submitting the final assignment, extra credit opportunities). 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 the TA 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. Please don't cheat, it's disrespectful to your fellow classmates, to us as the instructors, and to yourself. You 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 citing all sources of information or ideas. We

will discuss how to cite and we will use Turn-it-in to avoid plagiarism. If you are unsure what constitutes as cheating and plagiarism, please ask us.

Recommendation Letter Policy. After this course, you may be applying for internships, jobs, 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. Given our large class size, this means that I need to personally know who you are and your interests. This typically means that I have spoken with you one-on-one more than once in my office hours. 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 your in the letter.

11. Additional Resources

Here is a list of development-related blogs and podcasts to continue your learning.

- Abdul Latif Jameel Poverty Action Lab (J-PAL) and Innovations for Poverty Action (IPA). https://www.povertyactionlab.org/blog
- Center for Global Development (CGD) Blog. https://www.cgdev.org/section/opinions/blogs
- Gapminder. Data Visualization about Global Facts. https://www.gapminder.org/about-gapminder
- Goats and Soda NPR Podcast. https://www.npr.org/sections/goatsandsoda/502900047/development
- Development Drums Podcast. http://developmentdrums.org
- International Growth Centre Blog. https://www.theigc.org/blog
- Ken Opalo: An Africanist Perspective. https://kenopalo.com
- Let's Talk Development. https://blogs.worldbank.org/developmenttalk
- VoxDev Blog. https://voxdev.org

Congrats to making it this far into the syllabus. Now go to Canvas > Assignments > Week 1: Syllabus Assignment. Upload a photo of your pet or your favorite movie poster.

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.