

PO8037: The Political Economy of International Development

Department of Political Science

Lecturer: Dino Hadzic

Meeting Schedule: Thursdays 10.00am-noon

Office Hours: by appointment

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Why are so few countries rich while so many are poor? How can international actors, organizations, and interactions promote (or hinder) global development? What role do domestic factors – cultural diversity, inter-group inequality, regime type – play in making (and keeping) countries rich or poor? This module explores the different answers that have been offered to these important questions. Given that the module is only five weeks long, we do not have enough time to extensively survey the enormous literature on the political, social, and economic determinants of growth and development. Instead, we will focus on several key debates and try to identify opportunities for extensions to existing research.

This module will be taught in seminar style where active participation by the students is essential to successful learning outcomes. In that vein, I will lecture intermittently, usually at the beginning or end of the meeting period in order to synthesize that week's readings (all of which will be available on Blackboard). I will also prepare discussion questions before every meeting in order to stimulate discussion and keep the conversation going in case it stalls. However, I ultimately want the discussion to cover those parts of each week's readings/topic that students find most interesting and engaging. The best way to achieve that is to have students guide as much of the discussion as possible. Therefore, please arrive to the meetings having completed the week's readings and prepared to engage with your peers.

ASSESSMENT

Students will be assessed through three components: attendance/participation, three response papers, and a final research paper. All written work should be submitted through Turnitin on Blackboard. More details for each component are provided below:

Attendance/Participation (20%): attendance and participation is essential to doing well in this module. Students should arrive to the meetings ready to discuss the readings and engage with their peers. In particular, when doing each week's readings, students should think about feasible research extensions to what is covered that week.

Response Papers (30%): students are required to submit three response papers throughout the semester. Each paper should be at most 500 words long and each will be worth 10% of the final mark (for 30% total). Students are also allowed to submit an optional fourth response paper. Should a student decide to submit four response papers, only the best three will count toward the final mark. Each paper should be related to a topic covered in the module, and the student is allowed to write multiple response papers on the same topic. The first response

paper should be submitted by **noontime on February 17, 2021**. The remaining response papers should be submitted by **noontime on March 10, 2021**. In these response papers, the student should:

1. Identify a research question.
2. Provide brief theoretical intuitions that generate one or more hypotheses.
3. Describe how they would answer that question. What they propose can be ambitious but should also be feasible for the student to execute.

For these response papers, please do not write a summary of a particular week's readings. Instead, the purpose of the response papers is to begin brainstorming ideas for potential research projects. Note that for late submissions I will deduct five points per day. Under no circumstances will I accept submissions after a response paper has been marked and returned to students. I will return the first response paper (the one due on February 17) at **noontime on February 24, 2021**. I will return the remaining response papers (the ones due on March 10) at **noontime on March 17, 2021**.

Research Paper (50%): the research paper is due by **noontime on March 21, 2021**. It should not exceed 2,000 words in length, including footnotes but not the list of references. I have no preference for any particular citation style, but please make sure you use citation procedures consistently throughout. You should double-space the essay and provide the word count at the beginning. The paper should outline a research design for a larger project, be creative, and also feasible for the student to carry out. The paper should follow a clear structure:

1. What is the motivating question?
2. How does the project relate to existing work?
3. What are the hypotheses? These should flow naturally from good theory.
4. What relevant data are available, or could feasibly be collected?
5. What methods would be used to test the hypotheses? This could include any combination of comparative case studies, interviews, statistical analysis, etc.

For late submissions I will deduct five points per day. Under no circumstances will I accept submissions after the research paper has been marked and returned to students. I will return the marked research paper at **noontime on March 28, 2021**.

ACADEMIC INTEGRITY

Violations of academic integrity (cheating, plagiarism, representing someone else's work as your own, etc.) will not be tolerated. In that vein, please follow best practices as described in the College Calendar (<https://libguides.tcd.ie/friendly.php?s=plagiarism/calendar>). Also, please complete the university's online tutorial on avoiding plagiarism as soon as possible (<https://libguides.tcd.ie/friendly.php?s=plagiarism/ready-steady-write>).

MODULE OUTLINE

Week 1 (4 February): Colonialism	3
Week 2 (11 February): Globalization and Foreign Aid	3
Week 3 (18 February): Diversity	3
Week 4 (25 February): Democracy	4
Week 5 (4 March): Authoritarianism	4

SCHEDULE AND READINGS

Week 1 (4 February): Colonialism (129 pages)

- 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. **(33 pages)**
- Dell, Melissa. 2010. “The Persistent Effects of Peru’s Mining *Mita*.” *Econometrica* 78(6): 1863–1903. **(41 pages)**
- Englebort, Pierre. 2000. “Pre-Colonial Institutions, Post-Colonial States, and Economic Development in Tropical Africa.” *Political Research Quarterly* 53(1): 7–36. **(30 pages)**
- Guardado, Jenny. 2018. “Office-Selling, Corruption, and Long-Term Development in Peru.” *American Political Science Review* 112(4): 971–995. **(25 pages)**

Week 2 (11 February): Globalization and Foreign Aid (86 pages)

- Bearce, David H. and Daniel C. Tirone. 2010. “Foreign Aid Effectiveness and the Strategic Goals of Donor Governments.” *Journal of Politics* 72(3): 837–851. **(15 pages)**
- Blattman, Christopher, Jason Hwang, and Jeffrey G. Williamson. 2007. “Winners and Losers in the Commodity Lottery: The Impact of Terms of Trade Growth and Volatility in the Periphery 1870-1939.” *Journal of Development Economics* 82(1): 156–179. **(24 pages)**
- Mukherjee, Nisha and Jonathan Kriekhaus. 2012. “Globalization and Human Well-Being.” *International Political Science Review* 33(2): 150–170. **(21 pages)**
- Winters, Matthew S. 2010. “Accountability, Participation and Foreign Aid Effectiveness.” *International Studies Review* 12(2): 218–243. **(26 pages)**

Week 3 (18 February): Diversity (95 pages)

- Baldwin, Kate and John D. Huber. 2010. “Economic versus Cultural Differences: Forms of Ethnic Diversity and Public Goods Provision.” *American Political Science Review* 104(4): 644–662. **(19 pages)**
- Charnysh, Volha. 2019. “Diversity, Institutions, and Economic Outcomes: Post-WWII Displacement in Poland.” *American Political Science Review* 113(2): 423–441. **(19 pages)**

- Habyarimana, James, Macartan Humphreys, Daniel N. Posner, and Jeremy M. Weinstein. 2007. “Why Does Ethnic Diversity Undermine Public Goods Provision?” *American Political Science Review* 101(4): 709–725. **(17 pages)**
- Michalopoulos, Stelios and Elias Papaioannou. 2013. “Pre-Colonial Ethnic Institutions and Contemporary African Development.” *Econometrica* 81(1): 113–152. **(40 pages)**

Week 4 (25 February): Democracy (115 pages)

- Blaydes, Lisa and Mark Andreas Kayser. 2011. “Counting Calories: Democracy and Distribution in the Developing World.” *International Studies Quarterly* 55(4): 887–908. **(22 pages)**
- DeLong, Bradford and Andrei Schleifer. 1993. “Princes and Merchants: European City Growth before the Industrial Revolution.” *Journal of Law and Economics* 36(2): 671–702. **(32 pages)**
- García, Fernando Martel. 2014. “Democracy is Good for the Poor: A Procedural Replication of Ross (2006).” *Research and Politics* 1(3): 1–10. **(10 pages)**
- Persson, Torsten and Guido Tabellini. 2006. “Democracy and Development: The Devil in the Details.” *American Economic Review* 96(2): 319–324. **(6 pages)**
- Ross, Michael. 2006. “Is Democracy Good for the Poor?” *American Journal of Political Science* 50(4): 860–874. **(15 pages)**
- Wittman, Donald. 1989. “Why Democracies Produce Efficient Results.” *Journal of Political Economy* 97(6): 1395–1424. **(30 pages)**

Week 5 (4 March): Authoritarianism (125 pages)

- Gandhi, Jennifer. 2008. “Dictatorial Institutions and their Impact on Economic Growth.” *European Journal of Sociology* 49(1): 3–30. **(28 pages)**
- Gehlbach, Scott and Philip Keefer. 2012. “Private Investment and the Institutionalization of Collective Action in Autocracies: Ruling Parties and Legislatures.” *Journal of Politics* 74(2): 621–635. **(15 pages)**
- Jones, Benjamin F. and Benjamin A. Olken. 2005. “Do Leaders Matter? National Leadership and Growth Since World War II.” *Quarterly Journal of Economics* 120(3): 835–864. **(30 pages)**
- Wright, Joseph. 2008a. “Do Authoritarian Institutions Constrain? How Legislatures Impact Economic Growth and Investment.” *American Journal of Political Science* 52(2): 322–343. **(22 pages)**
- Wright, Joseph. 2008b. “To Invest or Insure?: How Authoritarian Time Horizons Impact Foreign Aid Effectiveness.” *Comparative Political Studies* 41(7): 971–1000. **(30 pages)**