

# PO8037: The Political Economy of International Development

Department of Political Science

Lecturer: Dino Hadzic

Meeting Schedule: TBD

Office Hours: by appointment

Email: dhadzic@tcd.ie (preferred way to contact me)

Phone: +353-1-896-2937

Why are so few countries rich while so many are poor? What are the economic and political legacies of colonialism, for both colonizer and colonized? What role do domestic factors – cultural diversity, corruption, 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 dimensions 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% of final mark):** attendance and participation is essential to doing well in this module. Therefore, I will take attendance at the beginning of each meeting. You should be ready to discuss the readings and engage with your peers.

**Response Papers (30%):** you are required to submit three response papers throughout the semester. Each paper should be at most 500 words long (not including the list of references) and each will be worth 10% of the final mark (for 30% total). The fourth response paper is optional. Should you 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 you are free to write multiple response papers on the same general topic (i.e., colonialism, democracy, etc.). The first response paper should be submitted by **11:59pm on MONTH DAY, 2022**. The remaining response papers should be submitted by **11:59pm on MONTH DAY, 2022**.

However, should you decide to do so, you can submit the response papers as early as you wish so long as you meet the minimum of one submission by **MONTH DAY**. In these response papers, you should:

1. Pose a research question. This will usually entail identifying a gap in the literature. In other words, you should develop a research question that is connected to existing literature but has not yet been answered. In doing this, you will provide a **brief** literature review, i.e., only summarize existing literature to the extent you have to in order to identify the gap and pose the research question.
2. Develop your theoretical intuitions about what kind of relationship the study would uncover. This discussion should naturally produce one or two hypotheses. I recommend against posing more than two hypotheses given space constraints.
3. Describe how you would answer that question. This will entail a brief description of the data you would use (or would need), how you would operationalize key variables, and what kind of research design you would adopt. What you propose can be ambitious but should also be feasible for you 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, the research paper for this module, or perhaps even the dissertation. Note that for late submissions I will deduct five points per day. Under no circumstances will response papers be accepted after the end of the term.

**Research Paper (50%):** the research paper is due by **11.59pm on MONTH DAY, 2022**. 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 you to carry out. You can take a previous response paper and develop it into your research paper, although you are not required to do so. The structure of the paper should resemble that of the response papers except each section should be more developed, i.e., more extensive literature review, more developed theory/hypotheses, more involved discussion of data and research design, etc.

Note that for late submissions I will deduct five points per day. Under no circumstances will the paper be accepted after the end of the term.

### **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>).

## DISABILITY-RELATED ACCOMMODATIONS

Students who require any disability-related accommodations are encouraged to register with the Trinity Disability Service (<https://www.tcd.ie/disability/>).

### MODULE OUTLINE

<b>Week 1: The Rise of Europe</b>	<b>3</b>
<b>Week 2: Colonialism and Institutions</b>	<b>3</b>
<b>Week 3: Corruption and Patronage</b>	<b>3–4</b>
<b>Week 4: Diversity</b>	<b>4</b>
<b>Week 5: Democracy</b>	<b>4</b>

### SCHEDULE AND READINGS

#### Week 1: The Rise of Europe (112 pages)

- Acemoglu, Daron, Davide Cantoni, Simon Johnson, and James A. Robinson. 2011. “The Consequences of Radical Reform: The French Revolution.” *American Economic Review* 101(7): 3286–3307. **(22 pages)**
- Acemoglu, Daron, Simon Johnson, and James Robinson. 2005. “The Rise of Europe: Atlantic Trade, Institutional Change, and Economic Growth.” *American Economic Review* 95(3): 546–579. **(34 pages)**
- Allen, R.C. 2011. “Why the Industrial Revolution was British: Commerce, Induced Invention, and the Scientific Revolution.” *The Economic History Review* 64(2): 357–384. **(28 pages)**
- Shiue, Carol H. and Wolfgang Keller. 2007. “Markets in China and Europe on the Eve of the Industrial Revolution.” *American Economic Review* 97(4): 1189–1216. **(28 pages)**

#### Week 2: Colonialism and Institutions (138 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)**
- 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. **(64 pages)**
- Dell, Melissa. 2010. “The Persistent Effects of Peru’s Mining *Mita*.” *Econometrica* 78(6): 1863–1903. **(41 pages)**

#### Week 3: Corruption and Patronage (91 pages)

- Faccio, Mara. 2006. “Politically Connected Firms.” *American Economic Review* 96(1): 369–386. **(18 pages)**

- Guardado, Jenny. 2018. “Office-Selling, Corruption, and Long-Term Development in Peru.” *American Political Science Review* 112(4): 971–995. **(25 pages)**
- Williams, Martin J. 2017. “The Political Economy of Unfinished Development Projects: Corruption, Clientelism, or Collective Choice?” *American Political Science Review* 111(4): 705–723. **(19 pages)**
- Xu, Guo. 2018. “The Costs of Patronage: Evidence from the British Empire.” *American Economic Review* 108(11): 3170–3198. **(29 pages)**

#### Week 4: Diversity (70 pages)

- Ager, Philipp and Markus Brückner. 2013. “Cultural Diversity and Economic Growth: Evidence from the US during the Age of Mass Migration.” *European Economic Review* 64(NA): 76–97. **(22 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)**
- Montalvo, José G. and Marta Reynal-Querol. 2021. “Ethnic Diversity and Growth: Revisiting the Evidence.” *Review of Economics and Statistics* 103(3): 521–532. **(12 pages)**

#### Week 5: Democracy (93 pages)

- Acemoglu, Daron, Simon Johnson, James A. Robinson, and Pierre Yared. 2008. “Income and Democracy.” *American Economic Review* 98(3): 808–842. **(35 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)**
- Dasgupta, Aditya. 2018. “Technological Change and Political Turnover: The Democratizing Effects of the Green Revolution in India.” *American Political Science Review* 112(4): 918–938. **(21 pages)**
- Ross, Michael. 2006. “Is Democracy Good for the Poor?” *American Journal of Political Science* 50(4): 860–874. **(15 pages)**