

**POLS 84: The Politics of Poverty Alleviation in the Developing World**  
*Spring 2016*

**Prof. Mark Schneider**  
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MWF 9:30-10:20AM  
Office Hours: Mondays and Wednesdays 4-5:30

**COURSE DESCRIPTION**

Poverty alleviation is a critical challenge for governments and societies in developing countries where poverty is pervasive. Although progress has been made, developing countries face a range of problems that impede progress on poverty alleviation. These include problems of political incentives and weak accountability, problems of institutional capacity needed to effectively reach the poor, and problems of design due to a poor match between policy solutions and the nature of the specific challenges for poverty alleviation in particular contexts. This course teaches students how to understand the challenge of poverty alleviation and long and short-term obstacles to its success using the tools of political science.

The class will proceed as follows. In Part I, we will discuss what we mean by poverty and its variation across space and time. This will help us to specifically diagnose and measure the problem that anti-poverty strategies aim to (or ought to) address. In Part II, we discuss institutional and contextual explanations for variation in development outcomes. These include challenges for implementation posed by weak states and non-programmatic parties. In Part III, we will explore a range of policies and interventions that aim to alleviate poverty.

The goals of the course are as follows. First, the course is designed to encourage students to think critically about the course's overarching questions. The reading assignments are not particularly heavy, but students will be expected to have reflected carefully on all readings and

on the broad themes they introduce. Second, the structure of the course is designed to push students to think about how a conceptual understanding of the dynamics that underlie poverty and institutional constraints that impede policy implementation can be employed to critically assess plausible policy solutions. Third, students will learn to connect theory to cases through presentations that cover a course theme. By the end of the course, students will not only develop a vocabulary for understanding the range of difficult challenges for poverty alleviation that developing democracies face but will be able to participate in debates over how to address them.

## COURSE REQUIREMENTS

Your final grade will be based on the following components:

**20% - Class Participation.** Since this is a seminar course, attendance is obligatory. An active role in discussions and in-class activities by everyone enrolled in the course is expected, as is the completion of the required readings before the session for which they are assigned. Each student is permitted one unexcused absence (i.e. without a written note from a doctor or a dean). If you miss any class, you will be required to complete the reading worksheet (provided at the end of this syllabus) on assigned academic reading(s) (not media pieces).

**5% - Debates.** There will be an in-class debates on the dates and topics listed in the syllabus below. Half of the class will be assigned to each debate, with the other half acting as the audience. In the beginning of the semester, you will be asked to indicate a preference for a date and topic (although I cannot guarantee that everyone will get their first choice). Once being assigned to a debate, those participating will be randomly assigned to “pro” and “con” teams debating a statement, which will be given to you in advance. Your team’s performance will account for 5% of your final grade. Detailed instructions will be handed out in class.

**15% - Case Study Presentations.** I will ask each student to complete one presentation on a case study that applies to the course theme of a particular week—starting with week 5. The presentation should last 10-12 minutes and generally will take place during our Friday discussion sections. I will ask you to propose a week (theme) by the second week of class. We will go over guidelines on presentations in the third week of class. All students should discuss the presentation with me no later than one week before the presentation. A 2-page proposal including the research question and type of evidence used for the case study will be due the Friday before our meeting. I will distribute a handout with more details in our second class meeting. I provide a very preliminary list of presentation topics to help you start brainstorming about this.

25% - **Take-Home Mid-Term.** Students will be required to write a take-home midterm consisting of a short answer section and longer essay (7-8 pages) section. The essay prompts will be announced at the end of the 6th week. You will choose one essay prompt among two options. The essay will be due by email and in hard copy at the beginning of the 7<sup>th</sup> session.

35% - **Take-Home Final: Policy Assignment.** The final exam (8-10 pages) will be a take-home essay that asks you to draw on course material to diagnosis and develop recommendations to a policy problem. You will be asked to address one of two essay prompts. Final exam essay prompts will be handed out at final class meeting and due at 5pm on the day of the scheduled final exam, which is set by the registrar.

## READINGS

All the readings are available online on Moodle or are on course reserves. This course requires you to carefully read all required readings before class. Make sure you not only understand the basic argument, but give yourself time to think critically about the reading before class so you will be prepared to participate in discussion. Readings listed as ‘further reading’ or ‘recommended’ are not required and are fully optional.

## REQUIRED READINGS

Available at the bookstore and on course reserve:

Krishna, Anirudh. 2010. *One Illness Away: Why People Become Poor and How They Escape Poverty*. New York: Oxford University.

Banerjee, A. and Duflo, Esther. 2012. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. <See the website here: <http://www.pooreconomics.com>>

## Critical Reading

Here is some advice on critical reading and creating reading worksheets from Professor Kanchan Chandra at NYU: <http://www.nyu.edu/gsas/dept/politics/faculty/chandra/ethnicpolitics2.pdf>

I suggest going through the worksheet (also provided at the end of the syllabus) as you go through the assigned academic readings.

## TOPICS AND READING SCHEDULE

### PART 1: DEFINING, MEASURING, AND VISUALIZING POVERTY

#### Week 1: Introduction

W 1/20: Course Introduction: The Challenge Ahead

Ravallion, Martin. 2015. *The Economics of Poverty: History, Measurement, and Policy*. Oxford University Press. Introduction: 1-6.

Lowrey, Annie. "50 Years Later, War on Poverty Is a Mixed Bag." *New York Times* <1/4/2014>

F 1/22: Why Does Poverty Persist?

Krishna, Anirudh. *One Illness Away*. Chapter 1 ("Refilling the Pool of Poverty") and Chapter 3 ("The Rising Falling Tide").

Milanovic, Branko. 2010. *The Haves and the Have-Nots: A brief and idiosyncratic history of global inequality*. Basic books. Vignette 2.3 ("How Much of Your Income is Determined at Birth").

*And read these short NYT pieces (on moodle) for illustration*

Trip, Gabriel. "50 Years into the War on Poverty, Hardship Hits Back." *New York Times* <4/20/2014>

Medina, Jennifer. "Hardship Makes a New Home in the Suburbs." *New York Times* <5/9/2014>.

## **Week 2: What is Poverty and What Does It Look Like on the Ground?**

M 1/25: What is Poverty (and Why Does It Matter)?

Narayan et al. 2000. *Voices of the Poor: Can Anyone Hear Us?* Chapter 2 ("Definitions of Poverty").

Sen, Amartya. *Development as Freedom*, Chapters 1-2 (Chapter 4 recommended).

W 1/27: 'A Day in the Life': How Do the Poor Live?

"SPENT" < <http://playspent.org> > [GAME; PLAY BEFORE CLASS]

Collins, D., Morduch, J., Rutherford, S., Ruthven, O. 2009. *Portfolios of the Poor*, Chapter 1 ("The Portfolios of the Poor").

Krishna, Anirudh. 2013. Stuck in Place: Investigating social mobility in 14 Bangalore slums. *The Journal of Development Studies*, 49(7) 1010-1028.

Neuwirth, Robert. 2006. *Shadow Cities: A billion squatters, a new urban world*. Chapter 2 [skim]

F 1/29: Poverty Within the Household: Gender

Duflo, Esther. 2011. "Women's Empowerment and Economic Development" (No. w17702). National Bureau of Economic Research.

Recommended: Corbridge, Harris, and Jeffrey. 2013. "How Much Have Things Changed for Indian Women?" in *India Today: Economy, Politics, and Society* (Cambridge: Polity Press).

### **Week 3: How Should We Determine Who Is Poor? The Challenge of Measurement**

*Motivating Example: Below Poverty Line (BPL) Cards in India*

#### M 2/1: Determining the Poverty Line

Deaton, Angus. "Measuring Poverty" in Abhijit Banerjee, Roland Benabou, and Dilip Mookherjee, eds., *Understanding Poverty* (Oxford, UK: Oxford University Press, 2006).

Laderchi, Catherina, Ruhi Saith, and Frances Stewart. 2003. "Does it Matter That We Do Not Agree On the Definition of Poverty? A comparison of four approaches." *Oxford Development Studies*, 31(3) 243-274.

Revkin, Andrew C. 2005. "A New Measure of Well-Being from a Happy Little Kingdom." *The New York Times* (October 4).

#### *Further Reading:*

Deaton, Angus. 2013. *The Great Escape*. Princeton: Princeton University Press. Chapter 1.

Alkire, Sabina. 2002. "Dimensions of Human Development," *World Development*, 30(2) 181-205.

#### W 2/3: Design and Implementation: Which is the Best Method for Identifying the Poor?

Banerjee, Abhijit, Esther Duflo, Raghavendra Chattopadhyay, and Jake Shapiro. 2009. "Targeting Efficiency: How well can we identify the poorest of the poor?" Poverty Action Lab Working Paper.

Khera, Reetika. 2008. Access to the Targeted Public Distribution System: A case study in Rajasthan. *Economic and Political Weekly*, 51-56.

#### *Further Reading:*

Vivi Alatas, Abhijit Banerjee, Rema Hanna, Benjamin A. Olken, Julia Tobias. 2012. "Targeting the Poor: Evidence from a Field Experiment in Indonesia." *American Economic Review*, 102, 1206-1240.

Camacho, Adriana, and Emily Conover. 2011. "Manipulation of Social Program Eligibility." *American Economic Journal: Economics Policy*, 3(2) 41-65.

#### F 2/5: Discussion Section

We will have an in-class activity: *In pairs, develop your preferred method to measure poverty for a developing country. Submit a post on moodle by 5pm on Thursday 2/4 summarizing your approach. We'll discuss this in class.*

*Recommended:*

Dreze, Jean and Reetika Khera. 2010. The BPL Census and a Possible Alternative. *Economic and Political Weekly*, 45(9), 54-63.

Brady, David. *Rich Democracies, Poor People*. Chapter 2 (“Rethinking the Measurement of Poverty”).

PART 2: INSTITUTIONS AND CAUSES OF POVERTY

**Week 4: Why Are Some Countries Poorer than Others**

M 2/8: Geography and Resource Endowments

Sachs, Jeffrey, Mellinger, A. D., and J Gallup. 2001. “The Geography of Poverty and Wealth.” *Scientific American*, 284 (3) 70-75.

Diamond, Jarred. *Guns, Germs, and Steel*, Chapter 4.

Recommended: Herbst, Jeffrey. 2000. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press. Chapters 1.

W 2/10: Colonial Legacies and Institutions

Daron Acemoglu, Simon Johnson, and James Robinson, “Understanding Prosperity and Poverty: Geography, Institutions, and the Reversal of Fortune,” Ch. 2 in Abhijit Banerjee, Roland Benabou, and Dilip Mookherjee, eds., Understanding Poverty (Oxford, UK: Oxford University Press, 2006).

Mamdani, Mahmood. 1996. “Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism.” Princeton: Princeton University Press. Chapter 2 (“Decentralized Despotism”).

*Further Reading:*

Bates, Robert H., John H. Coatsworth, and Jeffrey G. Williamson. 2007. "[Lost Decades: Post-independence Performance in Latin America and Africa.](#)" *The Journal of Economic History*.

F 2/12: Geography Vs. Institutions

*Think about what kinds of policies we should consider if either is correct as well as which argument you find most persuasive. Also consider what's the role for policy if historical factors are so powerful.*

Acemoglu and Robinson, *Why Nations Fail*, Chapter 3 (“Theories That Don’t Work”) 45-56.

Sachs, Jeffrey. 2012. "Government, Geography, and Growth: The true drivers of economic development." *Foreign Affairs*, 142-150.

Acemoglu, Daren, S. Johnson, and James Robinson. 2002. "An African Success Story: Botswana."

### **Week 5: Are the Poor Better Off in Democracies?**

#### **NOTE: REQUIRED CLASS EVENT: FIGHTING POVERTY IN THE DEVELOPING WORLD IN COMPARATIVE PERSPECTIVE: THURSDAY 2/18, 4:30-6PM**

M 2/15: Do Democratic Incentives Favor Pro-Poor Policies?

Varshney, Ashutosh. 2000. "Why Have Poor Democracies Not Eliminated Poverty? A Suggestion." *Asian Survey*, 40(5) 718-736.

Keefer, Phillip and Stuti Khemani. 2004. "Why Do the Poor Receive Poor Services?" *Economic and Political Weekly*, 935-943.

#### *Further Reading:*

Ross, Michael. 2006. "Is Democracy Good for the Poor?" *American Journal of Political Science*, 50(4) 860-874.

W 2/17: Clientelism and Vote Buying: Implications for Accountability to the Poor

Auyero, Javier. 2000. "The Logic of Clientelism in Argentina: An Ethnographic Account." *Latin American Research Review*, 35 (3) 55-82.

Auerbach, A. M. 2014. "Clients and Communities: The political economy of party network organization and development in India's urban slums." Forthcoming in *World Politics*.

#### *Further Reading:*

Brusco, Valeria, Marcelo Nazareno and Susan Stokes. 2004. "Vote Buying in Argentina." *Latin American Research Review*, 39 (2): 66-88.

Ahuja, Amit and Pradeep Chhibber. 2012. "Why the Poor Vote in India: 'If I Don't Vote, I Am Dead to the State.'" *Studies in comparative international development*, 47(4) 389-410.

F 2/19: Discussion Section

*Think about the conditions under which democracy might make a positive difference. Are there any types of changes that might make this more likely?*

Schneider, Mark. "[Do Local Leaders Prioritize the Poor?](#)" *Hindu Business Line*, 14 December 2015.

## **Week 6: State Capacity and Corruption**

M 2/22: State Capacity

Weber, Max. 1978. "Bureaucracy" in *Economy and Society: An Outline of Interpretive Sociology*. Berkeley, CA: University of California Press. Pgs. 956-963.

Thomas Bierschenk and Jean-Pierre Olivier de Sardan. 1997. "Local Powers and a Distant State in Rural Central African Republic," *The Journal of Modern African Studies*, 35 (3) 441-468.

Pritchett, Lant. 2009. "A Review of Edward Luce's" In Spite of the Gods: The Strange Rise of Modern India." *Journal of Economic Literature*, 771-780.

### *Further Reading:*

Pritchett, Lant. 2009. "Is India a Flailing State?: Detours on the four lane highway to modernization." Harvard University - Harvard Kennedy School (HKS); Center for Global Development, manuscript.

W 2/24: State Capacity and Development

Evans, Peter. 1989. "Predatory, Developmental, and Other Apparatuses: A comparative political economy perspective on the third world state. In *Sociological Forum*, 4 4 (4) 561-587). Kluwer Academic Publishers-Plenum Publishers.

F 2/26: Corruption

Olken, Benjamin and Rohini Pande. 2012. "Corruption in Developing Countries." *Annual Review of Economics* 4 (1) 479-509.

THE TAKE-HOME MIDTERM WILL BE HANDED OUT IN CLASS. DUE WEDNESDAY 3/16.

## **Week 7: Fighting Corruption (Continued) and Micro-Level Factors**

M 2/29: Efforts to Fight Corruption in Anti-Poverty Program Implementation

Sukhtankar, Sandeep and Milan Vaishnav. 2014. "Corruption in India: Bridging academic evidence and policy options." In *India Policy Forum*. [skim, focus on anti-corruption policy discussion in section 4]

Aiyar, Yamini, Soumya Kapoor Mehta, and Salimah Samji. "A Guide to Conducting Social Audits: Learning from the Experience of Andhra Pradesh." India Accountability Initiative Report.



Muralidharan, Karthik “[Lessons from Andhra Pradesh: Building State Capacities for Welfare.](#)” *Mint* <3/12/2014>.

*Further Reading:*

Adhikari, A Bhatia, K. 2010. NREGA Wage Payments: Can we bank on the banks?” *Economic and Political Weekly*, 30-37.

W 3/2: Ethnic Diversity and Public Goods Provision

William Easterly, and Ross Levine, “Africa's Growth Tragedy: Policies and Ethnic Divisions,” *The Quarterly Journal of Economics* 112 (4) (1997), pp. 1203-50. [SKIM]

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.

F 3/4: Ethnic Diversity: Complicating the Relationship

Miguel, Edward. 2004. “Tribe or Nation? Nation Building and Public Goods in Kenya versus Tanzania.” *World Politics* 56 (April), 327-64.

**\*\*\*SPRING BREAK: 3/8 – 3/12\*\*\***

**PART 3: WHAT CAN BE DONE TO REDUCE POVERTY? DEBATES**

**Week 8: Does Economic Growth Lead to Poverty Reduction?**

M 3/14: Does Economic Growth Reduce Poverty?

Bhagwati, Jagdish. and Panagariya, Arvin. 2013. *Why Growth Matters. Selections: Intro and Chapter 3.*

Drèze, Jean and Amartya Sen. 2012. “Putting Growth in its Place.” *YOJANA*, 35-40.

Ravallion, Martin. 2009. “A Comparative Perspective on Poverty Reduction in Brazil, China and India”. World Bank Policy Research Working Paper Series.

W 3/16: Markets and Development: What Kinds of Policies Make Sense?

W 3/16: Poverty Reduction Through the Market: Policy Discussion

Krishna, Anirudh. *One Illness Away*, Chapter 5.

McKay, Andy and Eric Thorbecke, Eds. 2015. *Economic Growth and Poverty Reduction in Sub-Saharan Africa: Current and Emerging Issues*. Oxford University Press. Chapters 4 (agriculture) and 6 (informal sector).

F 3/18: Discussion Section

**Moodle Activity:**

*Option 1: The Bhagwati-Sen debate (and the debate in the U.S. for that matter) disagrees on the role that economic growth and government plays on poverty reduction. In your post, discuss your position on this debate, drawing on an example.*

*Option 2: We discussed the challenge of inclusive growth. Pick a country and outline a good policy agenda to promote economic growth that also reduces poverty to a substantial degree.*

**Week 9: Micro-Credit and Poverty Alleviation**

M 3/21: Micro-Credit

Armendáriz, Beatriz. and Morduch, Jonathan. 2005. "Microfinance: Where do we stand?" in *Financial Development and Economic Growth: Explaining the Links*.

Sanyal, P. 2014. *Credit to Capabilities: A sociological study of microcredit groups in India*. Cambridge University Press. Chapter 1.

Available online at:

<http://reader.ebilib.com.proxy.swarthmore.edu/%28S%28jz5tlj1op1pvoy2zccn0eigi%29%29/Reader.aspx?p=1801984&o=371&u=XPxEvW8NCCozNtkdQ1ByDg%3d%3d&t=1457543631&h=2D81CDA948BBA05BA73D007511205D2850DA9D52&s=42952995&ut=1128&pg=11&r=img&c=1495&pat=n&cms=2&sd=2#>

Banerjee and Duflo, *Poor Economics*, chapter 9.

*Further Reading:*

Iyer, Lakshmi, Tarun Khanna, and Ashutosh Varshney. 2013. "Caste and Entrepreneurship in India." *Economic and Political weekly*, 48(6) 52-60.

Banerjee and Duflo, *Poor Economics*, chapter 7.

W 3/23: What Good Does Micro-Credit Do? Micro-Credit in Bangladesh and India

Roodman, David. 2012. *Due Diligence: An impertinent inquiry into microfinance*. Washington DC: Center for Global Development, Chapter 7 ("Development as Freedom").

Sanyal, P. 2014. *Credit to Capabilities: A sociological study of microcredit groups in India*. Cambridge University Press. Chapter 3.

Available online:

<http://reader.eblib.com.proxy.swarthmore.edu/%28S%28jz5tlj1op1pvoy2zccn0eigi%29%29/Reader.aspx?p=1801984&o=371&u=XPxEvW8NCCozNtkdQ1ByDg%3d%3d&t=1457543631&h=2D81CDA948BBA05BA73D007511205D2850DA9D52&s=42952995&ut=1128&pg=11&r=img&c=1495&pat=n&cms=2&sd=2#>

F 3/25: Discussion

### **Week 10: Social Service Provision**

M 3/21: Social Safety Nets in Developing Countries

Dreze, Jean and Amartya Sen. 2013. *An Uncertain Glory*. Princeton: Princeton University Press: Chapter 7: 'Poverty and Social Support.'

Mares, Isabela and Matthew Carnes. 2009. "Social Policy in Developing Countries." *Annual Review of Political Science*, 12: 93-115.

W 3/23: Supplementing the State: Outsourcing Social Welfare to Non-State Actors

Cammett, Melani and Lauren MacLean. 2011. "Introduction: The political consequences of non-state social welfare in the Global South." *Studies in Comparative International Development*, 46(1), 1-21 [skim]

Brass, Jenn. 2015. "Blurring the Boundaries: NGOs, the State, and Service Provision in Kenya." In Melanie Cammett and Lauren McLean (eds) *The Politics of Non-State Social Welfare*.

Thachil, Tariq. 2011. Embedded Mobilization: Non-state service provision as electoral strategy in India. *World Politics*, 63(03), 434-469.

F 3/25: Discussion Section

### **Week 11: Does Foreign Aid Help?**

*We will have our debate today in a shortened week. The readings below (and additional readings for your examples) are required. The issues in these readings should come up in the debate and Q & A. There will be no lecture on these readings.*

M 4/3: Foreign Aid—an Introduction

Deaton, Angus. 2016. *The Great Escape*, Chapter 7.

Nancy Birdsall (2004). [Seven Deadly Sins: Reflections on Donor Failings](#), CGD Working Paper 50.

Andy Sumner. 2014. "The \$138.5 Billion Question: When does Foreign Aid Work?" *Center for Global Development*. (3 pages)

W 4/5: Debate: Is Foreign Aid Effective?

*We will have our in-class debate today. I'll start the class outlining the broad contours of this debate for 10-15 minutes. The remainder of class will be an in-class debate.*

The Optimists:

Sachs, Jeffrey D. 2005. *The End of Poverty: Economic Possibilities for Our Time* (New York: Penguin) [Chapter 14: "A Global Compact to End Poverty"].

Sachs, Jeffrey. "Why Aid Does Work," *BBC News* <Sept. 11, 2005>.

Pessimists:

Easterly, William. 2007. "Planners versus Searchers" (Chapter 1) AND "The Legend of the Big Push" (Chapter 2), p. 3-52 in *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ills and So Little Good*.

*Further Reading:*

Moss, Todd, Gunilla Pettersson, and Nicolas Van de Walle. 2006. "[An aid-institutions paradox? A review essay on aid dependency and state building in sub-Saharan Africa](#)." *Center for Global Development working paper 74*.

Moore, M. 1998. "Death without Taxes: Democracy, State Capacity, and Aid Dependence in the Fourth World." In *The Democratic Developmental State: Politics and Institutional Design*. Oxford: Oxford University Press.

Van de Walle, Nicolas. 2001. *African Economies and the Politics of Permanent Crisis, 1979-1999*. Cambridge: Cambridge University Press. Chapters 3-5

Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It* (New York: Oxford University Press) [Chapter 7: "Aid to the Rescue?"]

Moyo, Dambisa. 2009. *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa* (New York: Farrar, Straus and Giroux) [Chapter 4: "The Silent Killer of Growth"]

Clemens, Michael. 2009. "Thesis of a Rigid Revivalist: Review of Dambisa Moyo's *Dead Aid*." *Finance and Development* (September). Available at: <https://www.imf.org/external/pubs/ft/fandd/2009/09/pdf/books.pdf>

F 4/8: NO CLASS

## **Week 12: Cash Transfers**

M 3/28: The Case for Cash Transfers

Diaz-Cayeros, Alberto and Beatriz Magaloni. 2009. "Aiding Latin America's Poor." *Journal of Democracy*, 20(4), 36-49.

Kapur, Devesh, Partha Mukhopadhyay, and Arvind Subramanian. 2008. "The Case for Direct Cash Transfers to the Poor." *Economic and Political Weekly*, 43(15): 37-43.

Dreze, Jean. 2011. "The Cash Mantra." *The Indian Express* (available on moodle).

W 3/30: Conditional Cash Transfers in Latin America

Lomeli, Enrique Valencia. 2008. "Conditional Cash Transfers as Social Policy in Latin America: An Assessment of their Contributions and Limitations." *Annual Review of Sociology*, 475-93.

Sugiyama, Natasha Borges and Wendy Hunter. 2013. Whither Clientelism? Good Governance and Brazil's Bolsa Família Program. *Comparative Politics*, 46(1), 43-62.

### *Further Reading:*

Gertler, Paul and Simone Boyce. 2001. "An Experiment in Incentive-based Welfare: The impact of Progresa on health in Mexico." *University of California, Berkeley*.

Duflo, Esther. 2003. "Grandmothers and Granddaughters: Old Age Pension and Intra-Household Allocation in South Africa," *World Bank Economic Review* 17 (1) 1-25.

F 4/1: Debate 2: Should We Give the Money Away for Free?

Schubert, Bernd and Rachel Slater. 2006. "Social Cash Transfers in Low-Income African Countries: Conditional or Unconditional?" *Development Policy Review*, 24(5) 571-578.

Christopher Blattman and Paul Niehaus. 2014. "Show Them the Money: Why Giving Cash Helps Alleviate Poverty," *Foreign Affairs*, 93.3 (May/June).

Goldstein, Jacob. 2013. "Is it Nuts to Give to the Poor Without Strings Attached?" *New York Times*.

### *Further Reading*

De Brauw, A and Hoddinott, J. 2011. "Must conditional cash transfer programs be conditioned to be effective? The impact of conditioning transfers on school enrollment in Mexico." *Journal of Development Economics*, 96(2) 359-370.

Baird, S., McIntosh, C. and Özler, B. 2011. "Cash or Condition? Evidence from a cash transfer experiment." *The Quarterly Journal of Economics*, qjr032.

Gangopadhyay, S., Lensink, R., & Yadav, B. (2015). Cash or In-kind Transfers? Evidence from a Randomised Controlled Trial in Delhi, India. *The Journal of Development Studies*, 51(6), 660-673.

### **Week 13: Education**

M 4/10: Understanding the Problem

Chaudhury, Nazmul; Hammer, Jeffrey; Kremer, Michael; Muralidharan, Karthik; Rogers, F. Halsey. 2006. "Missing in Action: Teacher and Health Worker Absence in Developing Countries." *Journal of Economic Perspectives*, 20(1) 91-116.

Béteille, Tara. 2015. "Fixers in India's Teacher Labor Markets." *Asian Survey*, 55(5) 942-968.

#### *Further Reading:*

Kapur, Devesh and Pratap Bhanu Mehta. 2008. *Mortgaging the Future? Indian Higher Education*. Suman Bery Barry Bosworth Arvind Panagariya, Policy Forum.

W 4/12: Strategies for Addressing the Problem

Banerjee and Duflo, *Poor Economics*, Chapter 4.

Harding, Robin and David Stasavage. 2014. "What Democracy Does (and doesn't do) for Basic Services: School fees, school inputs, and African elections. *The Journal of Politics*, 76(01), 229-245. [Read the introduction and conclusion, skim for main idea]

F 4/14: Discussion Section

### **Week 14: Health**

M 4/24: Understanding the Problem

Lieberman, Evan. 2009. *Boundaries of Contagion: How ethnic politics have shaped government responses to AIDS*. Princeton University Press. Chapter 1.

Banerjee, Abhijit., Esther Duflo, and Rachel Glennerster. 2008. "Putting a Band-Aid on a Corpse: Incentives for nurses in the Indian public health care system." *Journal of the European Economic Association*, 6(2-3), 487-500.

#### *Further Reading:*

Van Doorslaer, Eddy, et al. 2005. "Paying Out-of-Pocket for Health Care in Asia: Catastrophic and poverty impact." Equitap Working Paper #2 [skim].

W 4/26: Interventions to Improve Public Health

Björkman, Martina, and Jakob Svensson. 2009. "Power to the People: Evidence from a Randomized Field Experiment on Community-Based Monitoring in Uganda." *The Quarterly Journal of Economics*, 124 (2) 735-769.

F 4/28: Conclusion of the Course and Review

Krishna, Anirudh. *One Illness Away*, Chapters 7.

Recommended: Banerjee and Duflo, *Poor Economics*, Chapter 10.

FINAL EXAM WILL BE HANDED OUT IN CLASS.

## Reading Skills:

As you manage the reading for this and other graduate courses, you are likely to find, if you have not already, that there is no correlation between effort and outcome. It is entirely possible to spend several hours reading something without “getting it.” And it is equally possible to spend less than a half-hour reading something else and getting to the heart of the argument. You will have to devise for yourselves ways to read efficiently. These are some devices that may help:

1. Figure out what the heart of an argument is before you read deeply: skim, read the abstracts, the jacket blurbs, often short reviews published elsewhere. When you know where the center of gravity is, you read more efficiently.
2. Read actively: do not simply soak up the reading for what the author wants to tell you, but approach it with questions, and try to answer them for yourself as you make your way through.
3. Use other peoples’ skills: you do not have to do all the work yourself. It is not “cheating” if you talk through the argument with someone else before or after you delve in, or look at reviews for explication, or form reading groups where you can discuss the argument with each other.
4. Write in order to read. The response papers for this class and the (non-graded) worksheet attached should help.
5. Use diagrams if necessary: often, the structure of an argument can be most clearly expressed if you “draw” it, using arrows and lines, than by trying to understand it in words.
6. Organize your notes in a way that makes retention and information retrieval possible: you could use index cards, annotated bibliographies, database programmes like Filemaker Pro etc. These rules may be obvious to some and not to others. Basically do whatever works for you. But be self-conscious about the reading process as a skill that has to be learned and not necessarily as an ability that either comes naturally or does not.



## Reading Worksheet

*For each book, chapter, or article assigned in this course, you should fill out the following (non-graded) worksheet. Many of these points can be addressed in a sentence or two (e.g. Questions 1 and 2; in some cases answers will not need even to be full sentences (e.g., Question ); and in some cases the answers may overlap. These worksheets should be retained: they will be useful for future reference.*

1. State the central question that the reading addresses.
2. State the central argument(s) defended in the paper in response to this question.
3. What type of reasoning or evidence is used to support these arguments? If it is an analytical paper, what is the logic that undergirds the argument? If an empirical paper, what type of data is employed? Are there other data sources that you think might be more appropriate?
4. Do you find the claims of the reading convincing? What do you see as the main gaps that need to be filled?
5. Why (if at all) is the reading interesting?
6. Do you agree with the main claims? What are your hesitations? (This may simply involve restatement of previous points.)
7. Identify one or two implicit premises or background assumptions in the paper that you think are especially controversial or objectionable.
8. In light of your answers to the previous questions, write an abstract for the article of no more than 100 words. (Feel free to repeat formulations given in response to earlier questions.)
9. When you have done this for individual readings, take some time to think about the various readings you have been assigned in relation to each other. See if you can write or imagine a summary table for all the readings taken together which compares and contrasts them.

### Examples of Presentation Topics

<b>Week</b>	<b>Theme</b>	<b>Presentation Example Topic</b>
<b>5</b>	<b>Democracy and Poverty Alleviation</b>	Look at the role of fighting poverty in election campaigns and the kinds of policies then get delivered
		Look at how clientelism impacts the implementation of a particular programs for the poor.
<b>6</b>	<b>State Capacity and Corruption</b>	Analyze the quality of a particular state institution as it affects a particular area of governance or policy (e.g. MGNREGA (India), Tax Collection, mandatory vaccinations for children, etc.)
		Explain the specific mechanism through which corruption affects a particular anti-poverty program (e.g. MGNREGA in India)
		Critically analyze the effectiveness of an anti-corruption policy in a particular country for a particular program or institution.
<b>7</b>	<b>Local Factors</b>	Look for evidence of variation in social capital in a particular context and one possible consequence of this.
		Explore the role of rural inequality or ethnic diversity on growth or policy in a specific area. (Example: the level of pro-poor targeting,
<b>8</b>	<b>Markets and Growth</b>	Explain why sub-Saharan Africa has seen a recent rise in economic growth and the impact of this on poverty levels (similar for other countries/regions)
<b>8</b>		Look at a development policy in the agricultural sector, manufacturing, etc. Assess its impact on poverty alleviation.
<b>9</b>	<b>Micro-Credit</b>	Evaluate a micro-credit program in a particular context and assess its effectiveness
<b>10</b>	<b>Social Service Provision</b>	Explore a case of the provision of welfare benefits from non-state actors (NGOs, political affiliates, etc.)
		Explain why a particular country expanded their social safety net.
<b>11</b>	<b>Foreign Aid</b>	Explain why a specific foreign aid intervention worked (example the Bush Administration's program in fighting AIDS in Africa.
<b>12</b>	<b>Conditional Cash Transfers</b>	Critically assess a particular CCT program, drawing on course discussions on design
<b>13</b>	<b>Education</b>	Analyze a policy that addresses a specific problem in the provision of education (e.g. absenteeism, etc.)
<b>14</b>	<b>Health</b>	NO PRESENTATIONS. LAST CLASS.