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POLS 60: Introduction to Development Policy
Tuesdays and Thursdays, 11AM-12:15PM
P105 West Hall

Spring 2018

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Office Hours: Tuesday, Thursday: 4-5:30pm

A central question for our time, and perhaps any time, concerns how the governments and societies of poor countries can grow their economies, reduce poverty and protect the most vulnerable from the worst forms of poverty, and deliver quality and affordable healthcare and education to their people. In this course, we examine variation across countries on these central areas of policy. First, we consider explanations for global inequality. Why are some countries much poorer than others and to what extent can better policies—or better politics— address large development gap between the global south and north? Second, what are the best ways to fight poverty and to what extent is it wise to invest in redistributive policies such as welfare programs rather than simply focusing on economic growth? Third, we will explore variation in the performance of two policy areas that are central development: education and health. By understanding these central questions, students will understand not only how to understand and assess important areas of development policies, but how the broader context in which these policies are attempted is likely to impact the severity of the problems they address and the potential for success of various policies.

Goals/Objectives of the Course (intended outcomes):

1. Students will come to understand major debates underlying development policy.
2. Students will engage in effective written expression.
3. Students will learn about a wide range of methods for reducing poverty and how to evaluate their performance.
4. Students will learn to analyze complex political phenomena through careful engagement with theory and evidence

Classroom Etiquette

To make sure that we have a hospitable learning environment, I ask students to follow three simple rules:

- 1) Turn your cell phones off when you enter the class room.
- 2) Close your laptops unless you are in paired discussion.
- 3) Respect your fellow classmates. Debate is welcome but disagree respectfully by engaging ideas rather.

- 4) Coffee/beverages are fine but food is not permitted in class since it can distract your classmates.

***As goes without saying, it will not be possible to pass this course if I find any evidence of plagiarism/cheating of any kind for any assignment. At minimum, this will result in a zero for that assignment and will be referred to the Dean without exceptions. If you do the work, and think a lot about the material, you'll be fine.

COURSE REQUIREMENTS

Your final grade will be based on the following components:

(1) Lecture and Discussion Section Attendance and Participation (20%)

You are expected to attend all lectures and to read the required readings in advance of each class session. To do well in this course, you must attend and actively participate in class. You must also fully participate in all class activities. You will not be penalized for 1 absence but will lose points after that.

(2) Follow the News in a Policy Area (10%)

For this assignment, you will follow the news on a policy area that interests you (e.g., foreign aid, welfare policy, healthcare, education, etc.) in one country over the course of the term. Based on your reading of the news and high quality blogs (5 articles or more from credible sources), I'll ask you to determine a central challenge in your country for this policy area and your reaction to whether a particular policy that is in place (or recent innovations to that policy) are addressing the problem in a short 2-3 page response paper. I'll ask you to post 2 stories on current events related to your policy area on sakai forum and respond to one post by another student.

Here are a few links that may point you to news on development topics:

<http://chrisblattman.com/>

<http://www.poverty-action.org/blog>

http://rodrik.typepad.com/dani_rodriks_weblog/

<http://aidontheedge.info/>

<http://www.architecturefordevelopment.com/>

<http://www.globaldashboard.org/>

<http://blogs.dfid.gov.uk/groups/developmentdebates/>

<http://blogs.worldbank.org/developmenttalk/>

<http://www.economist.com/blogs/baobab>

<http://www.economist.com/blogs/banyan>

<http://blogs.cgdev.org/globaldevelopment/>

https://www.washingtonpost.com/news/monkey-cage/?utm_term=.31abddd862c7

<https://www.nytimes.com/section/world?action=click&pgtype=Homepage®ion=TopBar&module=HPMiniNav&contentCollection=World&WT.nav=page>

(3) Case Study Partner Presentations (15%)

Students will complete a two-person presentation that applies a particular class session theme to a real-world case in one country on the day that we discuss that topic in class. The purpose of the presentation is to use a political science argument to understand policy issues in a specific case (current or from the past) that interest you. You will pick an argument and explore whether that argument explains your specific case through a careful application of the argument to evidence from your case.

The presentation should last 10-12 minutes. I will ask you to propose a country and a ranking of preferences for three class session by email by class session 6. You will be required to prepare a one-page memo which we will discuss in a formal meeting (requirements outlined in the assignment handout) no less than one week before the date of your presentation.

(4) Take-Home Midterm Exam (25%)

Take-Home Midterm. Students will be required to write a take-home midterm consisting of a short answer section and longer essay (7-8 pages) section.

(5) Take-Home Final: Policy Memo (30%)

The final exam (8-10 pages) will be a take-home essay that asks you to draw on course material. You will be asked to address one of two essay prompts. Final exam essay prompts will be handed out by the final week of class and due at 5pm on the final day of the exam period.

Required Books

Available at the bookstore and on course reserve:

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

Collier, Paul. 2008. *The Bottom Billion: Why the Poorest Countries are Failing and What can be Done About It*. Oxford University Press.

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

Session 1: Course Introduction (1/16)

Recommended: Pritchett, Lant. 1997. "Divergence, Big Time." *The Journal of Economic Perspectives*, 11(3) 3-17.

Session 2: How Do the Poor Live? (1/18)

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

Krishna, Anirudh. 2017. *The Broken Ladder*. Cambridge Press, Chapter 1.

Neuwirth, Robert. 2006. *Shadow Cities: A Billion Squatters: A new urban world*, Chapter 2 (Nairobi, Kenya).

Session 3: What is Development? (1/23)

Sen, Amartya. *Development as Freedom*, Chapters 1-2.

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.

PART I: THE DEEP ROOTS OF POVERTY

Session 4: Bad Geography: Under-Development in sub-Saharan Africa (1/25)

Collier, Paul. 2008. *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About it*. Oxford University Press, Chapter 3.

Sachs, Jeffrey D., Andrew D. Mellinger, and John L. Gallup. 2001. "The Geography of Poverty and Wealth." *Scientific American*, 284 (3) 70-75.

Session 5: Policy Response: The Big Push—Millennium Villages Project (1/30)

Sachs, Jeffrey D. 2005. *The End of Poverty: Economic Possibilities for Our Time* (New York: Penguin) [Chapter 13: "Investments Needed to End Poverty"].

Sachs, Jeffrey. 2007. "Breaking the Poverty Trap," *Scientific American*.

Watch in Class (Millennium Villages): https://www.youtube.com/watch?v=zC_jRLjUVXk

Session 6: Colonial Legacies (2/1)

Kenneth L. Sokoloff and Stanley L. Engerman. 2000. "History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World." *Journal of Economic Perspectives*, 14(3): 217–232.

Daron Acemoglu and James A. Robinson. 2012. "Reversing Development," in *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, chapter 9. New York: Crown Publishers.

Recommended: Nunn, Nathan. 2008. "The Long-term Effects of Africa's Slave Trades," *The Quarterly Journal of Economics*, 123 (1) [Sections 1, 2, & 8].

Session 7: The Importance of State Institutions for Development (2/6)

Acemoglu, Daren. and J. Robinson. 2008. "The Role of Institutions in Growth and Development." Commission on Growth and Development.

Vaishnav, Milan, Pratap Bhanu Mehta, and Devesh Kapur. 2017. "Weak Public Institutions Behind India's Low State Capacity."
<http://carnegieendowment.org/2017/05/15/weak-public-institutions-behind-india-s-low-state-capacity-pub-69971>

Session 8: State Capacity and Development (2/8)

Evans, Peter. 1989. "Predatory, Developmental, and Other Apparatuses: A comparative political economy perspective on the third world state." *Sociological Forum*, 44 (4) 561-587.

Dadzie, Richard. 2013. "Economic Development and the Developmental State: Assessing the development experiences of Ghana and Malaysia since independence." *Journal of Developing Societies* 29 (2) 123-154.

Osno, Evan. 2009. "Green Giant: Beijing's Crash Program for Clean Energy." *New Yorker*. <available at: <http://www.newyorker.com/magazine/2009/12/21/green-giant>>.

Session 9: Does Democracy Promote Development? (2/13)

Harding, Robin, and Leonard Wantchekon. 2010. "The Political Economy of human development." *Human Development Research Paper* 29.

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

Recommended: Auerbach, Adam Michael. 2016. "Clients and Communities." *World Politics*, 68(1) 111-148.

Session 10: Is Growth Enough to Reduce Poverty? (2/15)

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

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

Bardhan, Pranab. *Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India.* Princeton University Press Chapter 7 ("Poverty and Inequality: How Is the Growth Shared?").

In-Class Debate: Growth vs Social Support

Session 11: Micro-Finance (2/20)

Banerjee and Duflo. *Poor Economics*, Chapters 7 and 9.

Rhyne, Elizabeth. "Microfinance in Bangladesh: It's Not What You Thought." *Huffington Post*. <https://www.huffingtonpost.com/elisabeth-rhyne/microfinance-in-banglades b 1266759.html>

Watch in Class: *Banking on the Poor*

Midterm Handed Out in Class

FOREIGN AID AND POLICY DEBATES

Session 12: Does Foreign Aid Work I? In-Class Debate (2/22)

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

William Easterly. 2006. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin Press, chs. 1 ("Planners Versus Searchers") and 2 ("The Legend of the Big Push").

We Will Have a Class Debate in the Second Half of Class

Recommended Readings:

Alesina, Alberto, and David Dollar. 2000. "Who Gives Foreign Aid to Whom and Why?." *Journal of Economic Growth*, 5 (1) 33-63.

Djankov et al. 2008. "The Curse of Aid." *Journal of Economic Growth* 13: 169-194

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.

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 Recue?"]

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"]

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.

Ferguson, James and Larry Lohmann. 1994. "The Anti-Politics Machine: 'Development' and Bureaucratic Power in Lesotho," *The Ecologist* 24(5): 176-81.

Session 13: Does Foreign Aid Work II? (2/27)

Banerjee and Duflo. *Poor Economics*, Chapter 1.

Steven Radelet. 2006. "A Primer on Foreign Aid," Center for Global Development Working Paper No. 92, July, Washington, D.C.

Watch at Home: *Poverty Inc.*

SOCIAL SAFETY NETS AND ANTI-POVERTY PROGRAMS

Session 14: Why Do Some Countries Have Welfare States (and not Others)? (3/1)

Sandbrook et al. *Welfare State in the Global Periphery*. Chapter 3 (Kerala) OR 6 (Chile) and 7 (Origins)

Recommended: Alesina, Alberto, and Edward Glaeser. 2004. *Fighting Poverty in the US and Europe: A World of Difference*. New York: Oxford University Press: Chapter 6.

Midterm Due at the Start of Class

Session 15: Welfare Programs I: The Challenge of Identifying the Poor (3/6)

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").

Recommended: Krishna, Anirudh. *One Illness Away*. Chapter 3: "The Rising-Falling Tide".

Sakai Forum: Design Your Own Poverty Line

Session 16: Welfare Programs II: The Challenge of Reaching the Poor (3/8)

Diaz-Cayeros, Alberto, Federico Estévez, and Beatriz Magaloni. 2016. *The Political Logic of Poverty Relief: Electoral strategies and social policy in Mexico*. Cambridge University Press, Chapter 1.

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

Spring Bread: NO CLASS 3/13 or 315

Session 17: Welfare Implementation in Weak States: Non-State Actors (3/20)

Melanie Cammett and Lauren McLean (eds) *The Politics of Non-State Social Welfare*, Chapters 5 (Kenya) and 7 (Lebanon).

Recommended: Najam, A. 2000. "The Four C's of Government Third Sector-Government Relations." *Nonprofit Management and Leadership* 10 (4) 375-96.

Session 18: Innovations in Anti-Poverty Programs: Technology and Social Audits (3/22)

Muralidharan, Karthik "Lessons from Andhra Pradesh: Building State Capacities for Welfare." *Mint* (3/12/2014).

<available at: <http://www.livemint.com/Opinion/ZhNl5vVuZMTcz6Rv0npMjN/Lessons-from-Andhra-Pradesh-building-state-capacities-for-w.html>>

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.

Recommended: Chambers, Robert. 1994. "The Origins and Practice of Participatory Rural Appraisal." *World Development*, 22 (7) 953-969

Session 19: Small Steps: Micro-Level Approaches and Program Evaluations (3/27)

Banerjee and Duflo, *Poor Economics*, Chapters 2-3.

Session 20: Conditional and Unconditional Cash Transfers (3/29)

Lomelí, 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.

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

Recommended:

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

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

Session 21: The National Rural Employment Guarantee Act: The Role of Bottom-Up Accountability (4/3)

Guest Lecture: Aditya Dasgupta (UC Merced)

PART 3: PUBLIC GOODS

Session 22: Education in Developing Countries (4/5)

Dundar, Halil, Tara Béteille, Michelle Riboud, and Anil Deolalikar. 2009. *Student Learning in South Asia*. World Bank. Chapter 2 (“What and How Much are Students Learning?”)

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.

Session 23: Improving Education (4/10)

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

Green et al. "The role of the state in skill formation: evidence from the republic of Korea, Singapore and Taiwan." *Oxford Review of Political Economy*, 15(1): 82-96.

Session 24: Higher Education: Institutional Failures and Diamonds in the Rough (4/12)

Kapur, Devesh, and Pratap Bhanu Mehta, eds. 2017. *Navigating the Labyrinth: Perspectives on India's Higher Education*. Orient Black Swan. Selected Chapters.

Session 25: Healthcare in Developing Countries (4/17)

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

Session 26: Improving Service Delivery in Healthcare (4/19)

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.

Kirubi et al. 2009. “Community-Based Electric Micro-Grids Can Contribute to Rural Development: Evidence from Kenya” *World Development* 37 (7): 1208-1221.

Session 27: Community Driven Development (4/24)

Heller, Patrick. 2012. "Democracy, participatory politics and development: Some comparative lessons from Brazil, India and South Africa." *Polity*, 44 (4) 643-665.

Wampler and Touchton. 2014. “Brazil Let Its Citizens Make Decisions About City Budgets. Here’s what happened.” *The Monkey Cage Blog on the Washington Post*.

Masuri and Rao. 2004. “Community-Based and Driven Development - A critical review.” *The World Bank Research Observer* 19:1.

Session 28: Course Conclusion

Krishna, Anirudh. *One Illness Away*. Chapter 6 (“Connecting Capability With Opportunity: Investing in Information”) and Chapter 7 (“A Two-Pronged Strategy: Protection & Opportunity”).

Reading Skills:

As you manage the reading for this and other 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 programs 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. Considering 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.