

# IDS120: POLITICAL ECONOMY OF DEVELOPMENT

Summer 2022, Session C

---

<b>Instructor:</b>	Julian Michel	<b>Time:</b>	TBD
<b>Email:</b>	<a href="mailto:julianmichel@ucla.edu">julianmichel@ucla.edu</a>	<b>Place:</b>	TBD
<b>Office Hours:</b>	TBD		

---

## Course Description

This course is designed to help you answer some of today's most pressing questions: Why do some countries provide their citizens more opportunities in life than others? How can we set up bureaucracies and political regimes in a way so that they yield good outcomes for citizens? Why do some of the most pressing societal challenges - from the Covid-19 pandemic to the consequences of climate change - most adversely affect populations that are already underserved? Which development projects work, why, and how can we know?

## Learning Outcomes

This class focuses on four big themes: First, you will learn about short- and long-term drivers of economic development. Second, you will learn why states differ in terms of bureaucratic quality and which difference this makes for development. Third, we will have three sessions about regime type. This gives us the opportunity to learn about whether democracies are better at promoting development than dictatorships. We will also examine current challenges democracies are facing. Finally, we will have sessions on particularly pressing topics in the political economy of development: gender inequality, climate change, and how we as scientists can make statements about which development projects work and which don't.

At the end of this class, you should be able to:

- define and distinguish dimensions of development,
- characterize the changes we have seen in these dimensions over time,
- explain why we see variation in development (over time, but also across space),
- and understand how the methodological choices researchers make determine what we can learn from their findings.

## Expectations and Grading

This class is targeted at a broad range of students in the social sciences. While having completed courses in Development Studies or Political Science might be an advantage, I expect this class to be rewarding to everyone with an interest in current conversations about development.

The requirements for this class are as follows:

- *Attendance:* Attendance is mandatory. If you can't make it, please let me know in advance.
- *Reading Assignments:* It is imperative that you complete the readings before our meetings. You can access them via our class website. You are not required to study the recommended readings.
- *In-Class Participation* - 20%
- *Midterm & Final* - 40% each

This course will not be graded on a curve – if you all excel in this class, you can all get an A. Scores will be converted to letter grades using the typical [cutoff points](#).

### **Tentative Schedule**

#### ***Lecture 1: Development: Concept, Measurement, and Trends***

##### *Required readings:*

- Sen 1988: The Concept of Development
- Banerjee and Duflo 2007: The Economic Lives of the Poor

##### *Recommended readings:*

- Sen 1999: Development as Freedom
- [Besley 2016: Lecture: Political Economy of Development: A Progress Report](#)
- Deaton 2006: Measuring Poverty

#### ***Lecture 2: Long-Term Causes of Economic Development I: Geography, Climate, and Culture***

##### *Required readings:*

- Nunn 2020: The Historical Roots of Economic Development
- [The Economist 2020: Economists Are Turning to Culture to Explain Wealth and Poverty](#)

##### *Recommended readings:*

- Sachs 2012: Government, Geography and Growth. The True Drivers of Economic Development
- Diamond 1998: Guns, Germs and Steel
- Nunn and Quien 2010: The Columbian Exchange
- Easterly and Levine 2003: The Role of Endowments in Economic Development
- Engermann and Sokolof 2000: History Lessons: Institutions, Factors, Endowments, and Paths of Development in the New World

#### ***Lecture 3: Long-Term Causes of Economic Development II: Colonialism***

##### *Required readings:*

- Acemoglu, Johnson and Robinson 2001: The Colonial Origins of Comparative Development
- Michalopoulos and Papaioannou 2016: The Long-Run Effects of the Scramble for Africa (read introduction and conclusion, skim the rest)

##### *Recommended readings:*

- Nunn 2008: The Long-Term Effects of Africa's Slave Trade

- Engerman and Sokoloff 2005: Colonialism, Inequality and Long-run paths of development
- Acemoglu and Robinson 2012: Why Nations Fail: The Origins of Power, Prosperity and Poverty
- Dell 2010: The persistent effects of Peru's mining mita

#### ***Lecture 4: Disruptions: Pandemics, Wars, and Resource Windfalls***

##### *Required readings:*

- Ross 2015: What Have We Learned About the Resource Curse?
- Blattman and Miguel 2010: Civil War (only pages 3-22)
- [The Economist 2021: The Number of People in Extreme Poverty is Falling Again](#)

##### *Recommended readings:*

- Paler 2012: Keeping the Public Purse: An Experiment in Windfalls, Taxes, and the Incentives to Restrain Government
- Egger et al. 2019: General Equilibrium Effects of Cash Transfers: Experimental Evidence from Kenya
- Dincecco and Wang 2018: Violent conflict and political development over the long run: China versus Europe.
- [World Bank 2020: Projected Poverty Impacts of Covid-19](#)

#### ***Lecture 5: State-Formation***

##### *Required readings:*

- Berwick and Christia 2018: State Capacity Redux: Integrating Classical and Experimental Contributions to an Enduring Debate

##### *Recommended readings:*

- Tilly 1985: War Making and State Making as Organized Crime
- Abramson 2017: The Economic Origins of the Territorial State
- Scott 1998: Seeing Like a State

#### ***Lecture 6: When Does or Doesn't the State Promote Development?***

##### *Required readings:*

- De Soto 2000: The Mystery of Capital (Chapters 2 and 3)

##### *Recommended readings:*

- Bates 2008: The Role of the State in Development
- Olson 1993: Dictatorship, Democracy and Development

***Lecture 7: Democratization****Required readings:*

- Geddes 2011: What Causes Democratization?
- Weigel 2020: The participation dividend of taxation: How citizens in Congo engage more with the state when it tries to tax them

*Recommended readings:*

- Miller 2021: Shock to the System: Coups, Elections, and War on the Road to Democratization
- Treisman 2020: Economic Development and Democracy: Predispositions and Triggers

***Lecture 8: Is Democracy Good for Development?****Required readings:*

- North and Weingast 1989: Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England
- Olken 2010: Direct Democracy and Local Public Goods: Evidence From a Field Experiment in Indonesia

*Recommended readings:*

- Burgess et al. 2013: The Value of Democracy: Evidence from Road Building in Kenya
- Acemoglu et al. 2019: Democracy Does Cause Growth
- Ross 2006: Is Democracy Good for the Poor?

***Lecture 9: Current Challenges to Democracy****Required readings:*

- Bermeo 2016: On Democratic Backsliding
- Waldner and Lust 2018: Unwelcome Change: Coming to Terms With Democratic Backsliding

*Recommended readings:*

- Haggard and Kaufman 2021: Backsliding (Chapter 1)
- Frantz et al. 2021: How Personalist Politics is Changing Democracies
- Levitsky and Ziblatt 2018: How Democracies Die

***Lecture 10: Gender and Development****Required readings:*

- Duflo 2012: Women Empowerment and Economic Development
- [World Bank 2020: Gender and Development - Context](#)

***Lecture 11: Climate Change and Development****Required readings:*

- Burke et al. 2015: Global non-linear effect of temperature on economic production
- [The Economist 2021: The Economics of the Climate](#)

*Recommended readings:*

- UNDP 2019: Human Development Report, Chapter 5: Climate Change and Inequalities in the Anthropocene

***Lecture 12: Evidence-Based Development****Required readings:*

- Glennerster and Takavarasha 2013: Running Randomized Evaluations: A Practical Guide (Chapter 1)
- [Duflo 2019: Nobel Prize Lecture](#)

*Recommended readings:*

- Deaton 2020: Randomization in the Tropics Revisited: A Theme and Eleven Variations
- [Humphreys 2016: 10 Strategies for Figuring Out if X Caused Y](#)

## Class Policies

- Academic dishonesty: I am required to submit all instances of suspected plagiarism to the Dean of Students. When in doubt, please make sure to review UCLA's academic integrity resources (e.g., [resource 1](#), [resource 2](#)).
- Communication with me: It might take up to 24 hours for me to answer your email. If your email contains multiple questions about class content, it would be more productive for both of us if you could attend my office hours instead.
- Grade appeals: If you are dissatisfied with a grade you received on the midterm or final, you have the right to appeal the grade. This requires you to submit a one page explanation of why you believe a better grade would have been warranted. This explanation has to be send to me via email within 72 hours of you receiving the grade. Note that I will take a second look at your work which may increase, decrease or not change your grade.
- Late submissions: If you hand in your midterm or final late without my approval, you will lose 10 percentage points for every 24 hour period that started after the deadline passed. If you submit your work more than three days late, your work will not be considered and automatically receive a failing grade. If you cannot submit on time due to an emergency, please contact me before the deadline so that we can find a solution.
- Absences: If you cannot attend our meetings due to emergencies, religious holidays, or major unavoidable conflicts, please get in touch with me as early as possible. Within reason I can excuse well-justified absences.

## Campus Resources

- [The Academic Advancement Program \(AAP\)](#): The program provides an array of academic services that encourage and promote academic achievement and excellence by offering support to students from groups historically underserved in higher education. If you are eligible for UCLA's Academic Advancement Program (AAP), sign up and use their services, including tutoring services and writing support.
- [Writing Center](#): Excellent resource to assist with writing assignments. Students can make appointments at the writing center to have someone work with them one on one to develop a thesis, learn how to organize ideas, or get assistance on effective proofreading strategies.
- [Center for Accessible Education](#): Students who have or think they may have a disability should go to the Center for Accessible Education (CAE). If you require additional time for taking an exam due to a disability, you are required to submit the appropriate documentation from CAE and let your instructor know. CAE offers many services for students with disabilities, including determining students' eligibility for specific accommodations and services.
- [Counseling and Psychological Services](#): Being a student is stressful and may take a toll on your mental health. Fortunately, CAPS provides counseling that seeks to help students experiencing depression, anxiety, stress, or issues with adjustment to college life. (310) 825-0768
- [The Office of the Ombudsman, Mediation and Dispute Resolution Resources](#): (310) 825-7627
- [Title IX Office / Sexual Harassment Prevention](#): (310) 206-3417
- [Campus Assault Resources and Education \(CARE\)](#): (310) 206-2465
- [College Academic Counseling](#): (310) 825-3382
- [Library Research Consultations for Undergraduates](#)