INAF U6164
Political Economy of Development
School of International and Public Affairs
Columbia University
Spring 2014

Instructor:
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Important times
Lecture: 11:00am-12:50pm in 403 IAB
Recitation sections: To be determined

Course Overview:
This class tackles a number of “big questions” in development:

- Why are some countries poor, repressive, and violent?
- Why have some seen growing incomes, stability and freedoms while others stagnate or decline?
- What is at the root of state capacity, political participation, and other aspects of “political development”?
- What role has the West played in both failure and success, and what role (if any) should it play in future?

My goal is to get students to think critically about development theory and practice. A slight majority of examples and readings will be drawn from sub-Saharan Africa, in part give the course some focus, and in part because it is my area of expertise. But in I will also bring in a considerable amount of material on Latin America, the early development of the US and Europe, and to a lesser extent Asia—an order determined largely by my knowledge or ignorance.
The course is political in two senses. First, we explore the politics of economic development—the role of leaders, political systems, and institutions in promoting or retarding economic growth. Second, we look at political development as an end in itself—the forces that drive systems of representation versus repression, and property rights versus expropriation.

We also interrogate the effects of Western intervention in the developing world, from slavery and colonialism to modern-day geopolitics, foreign policy, aid, trade, peacekeeping, and democratization.

Unfortunately there is a lot of important material we do not cover, especially the political economy of policy reform, and the development of specific political institutions and organizations such as political parties, legislatures, and so forth. I encourage you to pursue these topics in other courses if they interest you.

As a core course in the Economics and Political Development concentration, this course is more theoretical and more reading and writing intensive than most. It is designed to give you a broad theoretical architecture for thinking about the big questions above. I also want you to improve your critical reading and writing of academic work. I want to bring you up to the present on some of the important intellectual work being done, and equip you to understand and critically evaluate new intellectual work relevant to your future policy careers.

Grading:

Lecture and section attendance (10%)

Attendance sheets will be circulated during classes and sections by the TAs. You are responsible for ensuring you sign your name. Your grade will be proportional to the lectures and sections you attend you attend. You may not sign on another’s behalf; violators risk penalties at minimum and potentially failure of the course. You will not be penalized for missing the occasional lecture or section.

Assignments (25%)

You will need to hand in five written assignments throughout the semester. The first takes the form of a problem set. The final four are written assignments. Each is worth 5% of the grade.

- Each assignment will receive a grade of 0 to 10.
- The four written assignments will require you to use, analyze, critique, or synthesize the readings and lecture material. They are designed to give you an incentive both to read and think critically about the lectures and readings, and an opportunity to internalize some of the lessons for core themes in the course. The ability to synthesize and critique large amounts of complex material in two to four pages is one of the most important skills you can learn. You will use these skills in your professional life more often than you think: writing policy or business memos, e-mails, letters, and articles. These assignments are designed to foster this skill. Specific guidelines are as follows:
  - Answer the assigned question using the reading materials as well as your own thoughts and opinions—so long as they are rooted in theory or evidence. Focus on argument and not excessive summarization of course material.
  - If use additional materials to answer the question (permitted but not required) you must properly reference these sources. Your assignments should concentrate on using the readings, however.
  - Each essay should be less than four pages in length (double-spaced, 1 inch margins, 12 point font).
You should bring a printed copy of the assignment to class to give to your TA. You should also provide an electronic copy so that we can check for originality/validity of the work as needed. You TA will specify whether they prefer this through Courseworks or email.

To receive a strong grade, comments should display knowledge from multiple readings. How you organize your essay is up to you, but the best strategy is probably to have three to five clear, persuasive points or ideas, backed up with argument or evidence. Comments should also be written in concise prose—that is, sentences rather than phrases or bullets. You should avoid simply repeating material from the readings, and avoid obvious criticisms if possible.

Midterm (30%)
The midterm is in class, and will be 110 minutes long. I will distribute a list of 5 to 7 essay questions in advance of the midterm. Your final will include three of these essay questions, and you will be required to answer two. You will be allowed to bring in a single “cheat sheet” of 8.5 x 11 paper with as much or as little as you want to put on it. The more you research and prepare your answers in advance, the better and more organized your essays will be on the final.

Final exam (35%)
The final exam will be held during the exam slot designated by the University registrar. I will distribute a list of 7 to 9 essay questions in advance of the final. Your final will include four or five of these essay questions, and you will be asked to answer three. The more you research and prepare your answers in advance, the better and more organized your essays will be on the final.

Calculating total grades
In general I follow a few guidelines:

- There are five assignments and five essay questions in total for the final and midterm—ten in all. These will make up 90% of your grade. Take them seriously.
- I will drop your lowest grade of the ten essays (across midterm, exam, and assignments).
- We will reward originality and creativity. While you may choose to study in groups, you should not divide and conquer readings and essay questions with classmates, but research and study them as independently as you can.
- University guidelines suggest the median grade will be a B+, and I aim for this. Thus you are graded relative to your peers.
- A majority of your grading will be done by TAs under my supervision, and I will ensure balance across TAs so that there is no “hard” or “soft” TA.

Academic Integrity Statement
The School of International & Public Affairs does not tolerate cheating and/or plagiarism in any form. Those students who violate the Code of Academic & Professional Conduct will be subject to the Dean’s Disciplinary Procedures. Cut and paste the following link into your browser to view the Code of Academic & Professional Conduct online.

http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/deans_discipline_policypolicy.html

Please familiarize yourself with the proper methods of citation and attribution. The School provides some useful resources online; we strongly encourage you to familiarize yourself with these various styles
before conducting your research:

http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/code_of_conduct.html

Violations of the Code of Academic & Professional Conduct should be reported to the Associate Dean for Student Affairs.

Weekly readings

All readings are articles or chapters or books available online through Columbia’s library. For the most part these will be downloadable online. Chapters that are not online should be available in a Courseworks folder, either through a direct html link or a scanned reading.

“Required” readings are, well, required—you’ll need to show that you’ve read and understand all of them for your exams and weekly assignments, and everything in them is testable. Seriously.

“Recommended” readings are optional but quite core to the discussion. I will usually highlight insights and findings from these papers in lecture. They are also potential sources of material for your assignments.

“Further reading” are designed to give you a sense of the books or articles I think are most important for you to read in future.

Part I: Introduction to Development: Patterns and Theories

1. Patterns and measures of world development (Jan 27)

Required readings


Recommended readings

- Ishiyama, Chapter 1, especially p 1-7 (Available free online through Columbia Library)
- Wainaina talks about why he wrote How to Write About Africa in these YouTube videos: Part 1, Part 2, and Part 3
Further reading

- Maxim Pinkovskiy and Xavier Sala-i-Martin (2010) African Poverty is Falling...Much Faster than You Think!

2. Overview of development theories (Feb 3)

*Recitation starts this week with a review of growth and development theories from class*

Required readings

- Chapters 3 (mainly p109-115, 122-132 and 142-149) and 4 of Michael Todaro and Stephen Smith (2009). Economic Development. 10 ed. (see Courseworks)
- **Chapter 1** of Banerjee, Abhijit, and Esther Duflo. 2011. Poor economics: a radical rethinking of the way to fight global poverty. Public Affairs. (Free online through Columbia library)

Recommended readings

- **Chapters 2 to 5** of Banerjee, Abhijit, and Esther Duflo. 2011. Poor economics: a radical rethinking of the way to fight global poverty. Public Affairs.

Further reading


• Explore chapters in the Handbooks to Development Economics, free online


Part II: Forces of Development in the Long Run

3. “Institutions” (Feb 10)

Required readings


• Skim the introductions to the following journal articles (only 3-5 pages each):

Recommended readings


**Chapter 4** of Daron Acemoglu and James Robinson (2012). *Why Nations Fail: The Origins of Power, Prosperity and Poverty*.

Further reading


4. Endowments and Geography (Feb 17)

*Assignment 1 due February 17 before class begins*

**Required readings**

• **Chapters 1 and 5** in Jeffrey Herbst (2000). *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press. *(see Courseworks)*

• **Chapter 4** of Jared Diamond (1997). *Guns, Germs, and Steel*. New York: W.W. Norton & Co. *(see Courseworks)*

• Skim the introductions to the following journal articles (only 3-5 pages each):

**Recommended readings**


• **Chapters 1 and 2** of David Landes (1999). The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor. *(see Courseworks)*


**Further reading**


5. Legacies of slavery and colonialism (Feb 24)

*Assignment 2 due February 24 before class begins*

**Required readings**

• Jomo Kenyatta, Facing Mount Kenya, p. 305-6 only (see Courseworks)

• Skim the introductions to the following journal articles (only 3-5 pages each):

Recommended readings


• Chapter 9 of Daron Acemoglu and James Robinson (2012). Why Nations Fail: The Origins of Power, Prosperity and Poverty

Further reading


• Franz Fanon (2004). The Wretched of the Earth, Grove Press.


Part III: Development in the late 20th century

6. Patrimonial rule and corruption (Mar 3)

Required readings

• Chapter 3 of Van de Walle, Nicolas. 2001. African Economies and the Politics of Permanent
Crisis, 1979-1999. Cambridge: Cambridge University Press. (see Courseworks)


Recommended readings


Further reading

- George Ayittey (2005). Africa Unchained, Palgrave Macmillan. (Chapters 5 and 6)

7. The politics of foreign aid and humanitarianism (Mar 10)

*Assignment 3 due March 10 before class begins

Required readings

- UN Millennium Project, Jeffrey D. Sachs. Investing in Development: A Practical Plan to Achieve the Millennium Development Goals, January 2005 (Chapters 1 and 2)
Recommended readings


Further reading

- Podcast with Binyavanga Wainaina: “*The Ethics of Aid: One Kenyan’s Perspective*” (or see transcript)
- Andrew Mwenda, *Africa and the Curse of Foreign Aid* (Video)
- Dambisa Moyo (2009). *Dead Aid.*
8. Crisis, reform and collapse (Mar 24)

Required readings
- Crawford Young (2002). "Deciphering Disorder in Africa: Is Identity the Key?" World Politics 54(4).

Recommended readings

Further reading

9. Midterm (Mar 31)

10. Conflict (Apr 7)

Required readings
- **Chapter 1** of Wood, Elisabeth J. 2003. Insurgent Collective Action and Civil War in El


**Recommended readings**


• John Merriman’s lecture on the popular protest (#10), why no revolution (#11), and radicals (#14) and nationalism (#13) on [YouTube](#) or [iTunes University](#)

**Further reading**


• Human Security Report 2009/2010, [Chapters 1 and 2](#)


Part IV: Political development

11. State and institution building (Apr 14)

*Assignment 4 due April 14 before class begins*

**Required readings**

- **Chapter 8** of Collier, Paul. 2007. *The Bottom Billion*. Oxford: Oxford University Press. (see Courseworks)

**Recommended readings**

- **Chapter 7** of Daron Acemoglu and James Robinson (2012). *Why Nations Fail: The Origins of Power, Prosperity and Poverty*
- John Merriman’s lecture on the European enlightenment (#5), Robespierre (#6) and nationalism (#13) on [YouTube](https://www.youtube.com) or [iTunes University](https://www.itunesu.com).

**Further reading**


• DFID. 2010. *Societies, States and Citizens. A policymaker's guide to the research*.


12. Democratization (Apr 21)

*Required readings*

• **Chapters 2 and 6** of John Ishiyama (2012). Comparative Politics: Principles of Democracy and Democratization. Wiley Blackwell (*Available free online through Columbia Library*)


• **Chapter 3** of Acemoglu, Daron, and James A. Robinson. *Economic origins of dictatorship and democracy*. Cambridge University Press, 2005. (*see Courseworks*)

• van de Walle, Chapter 6

*Recommended readings*


**Further reading**

• **Chapters 5, 7-9** of John Ishiyama (2012). Comparative Politics: Principles of Democracy and Democratization. Wiley Blackwell ([Available free online through Columbia Library](http://library.columbia.edu))


13. Democracy or Autocracy? (Apr 28)

*Assignment 5 due April 28 before class begins*

**Required readings**


**Recommended readings**


Revisit (from above): UN Millennium Project, Jeffrey D. Sachs, *Investing in Development: A Practical Plan to Achieve the Millennium Development Goals*, January 2005 (Chapters 1 and 2)


Easterly, W. (2006). The white man's burden: why the West's efforts to aid the rest have done so much ill and so little good, Penguin Group USA.

14. Reflections from the center (May 5)

*Required readings*


- **Preface (p. ix-xxvi)** in James C. Scott. (2012). Two Cheers for Anarchism. (see Courseworks)


- **Chapter 10 and Conclusion** of Banerjee, Abhijit, and Esther Duflo. 2011. *Poor economics: A radical rethinking of the way to fight global poverty*. Public Affairs. (Free online through Columbia library)

*Recommended readings*


• John Merriman’s lecture on radicals (#14) on YouTube or iTunes University

15.Final Exam: TBA by registrar during regular exam period