

Political Science 340
Spring 2018
T/R 12:30 – 1:50 p.m.
106 David Kinley Hall

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Office Hours: Tuesday 2:00 – 3:00 p.m.
or by appointment

Politics in International Development

Course Description

Since the conclusion of World War II, important global actors have been concerned with the idea of “development,” and in the past 30 years, discussions of development have increasingly entered into the public sphere. Celebrities have taken up the mantle of development, calling for debt relief and increased foreign aid and personally involving themselves in particular development projects. Public intellectuals like William Easterly and Jeffrey Sachs have debated in the popular media the usefulness of foreign aid and specific modalities of assistance.

This class is concerned with the ways in which the wealthy countries of the world, international organizations and non-governmental organizations have tried to catalyze or facilitate economic and human development in the poorer countries of the world. We begin by exploring definitions and theories of development. Then we consider the motives of and trends in foreign aid before defining a set of major actors in the sphere of international development. After spending two weeks looking at broad trends in development aid and thinking, we conclude the course by looking at the evidence for what development interventions have worked where and why.

In this class, students will complete a piece of original research. This assignment is meant to allow students to apply the social science concepts that they are learning in this class and other political science classes and to produce a writing sample that will demonstrate mastery of basic social science concepts.

Course Goals

Through the readings, lectures and assignments, students should achieve the following goals by the end of the semester:

- Have a general awareness of the broad trends in thinking about development, the patterns of development assistance, and the relevant actors in development
- Be able to think in a strategic fashion about what motivates different development actors and how their preferences lead to the particular outcomes that we see in terms of aid allocation, project design, aid coordination, etc.
- Be aware of debates surrounding the relationship between democracy and development and more generally about the preconditions for economic development
- Be able to state opinions with regard to the successes and failures of international development and how foreign aid and development should be organized in the future
- Have an improved capacity for reading graphs and understanding presentations of data
- Have developed a basic understanding of regression analysis and how it is used in political science and economics, including a capacity for reading regression tables
- Have an improved capacity for producing original research using primary documents and/or data and an improved capacity for presenting this research in term paper format

Course Materials

You are *not* required to buy any books for this class. All of the required readings will be provided on the Compass website for the class (<http://compass2g.illinois.edu>).

Course Requirements and Grading

A key aim of this class is to improve student capacity for undertaking original research. To this end, there are a series of assignments over the course of the semester that will culminate in an original research paper due on the last day of class.

The research paper should be **13-15 double-spaced pages** and 20 pages maximum. It will cover a topic of the student's choosing. Student should begin thinking about a topic and doing preliminary research *early* in the semester. Students are encouraged to come to the professor's office hours to discuss their topics *early* in the semester. In early February, students will submit a **research paper exercise** to the instructor, summarizing the argument that they hope to make in the paper and some of the available literature on the topic. Students will receive feedback about the feasibility and direction of their topic from the instructor at this time. In early March, students will submit a **two-to-three-page outline** of their paper, clearly documenting how they intend to make the argument of the paper and demonstrating that they have done sufficient research on their topic to enable them to write the paper. The outline will include a bibliography of sources consulted so far. In early April, students will make **in-class presentations** about their research. A **first draft** of the paper is due in mid-April. The **final paper** is due on the last day of class. Late papers will be penalized one full letter grade per day.

There will be a **final examination** at the time scheduled by the university registrar. *The final examination will cover material from the entire semester* and will consist of 15 short-answer identifications (choice out of 20) and five short-answer questions (choice out of eight). A study sheet will be distributed on the last day of class.

Finally, this class will raise important questions and engage with current debates. Student **participation** in classroom conversation is expected and therefore will be a component of the final grade. Participation can take the form of engaging in full-classroom and/or small-group discussions and asking questions on the course material. Students will be asked to assess their own contributions to the class.

Note on Recommended Study Habits: All of the class assignments will draw on the material covered in the lectures. Therefore, it is important to attend class lectures and to interact with the material during lecture through careful note-taking and good question-asking. It is highly recommended that you take notes by hand rather than on a computer or other electronic device: multiple studies have shown that comprehension and retention of material is superior among students who take notes by hand.

In the event that you are unable to attend a class meeting, it is expected that you will obtain notes from a classmate. (Hint: make sure you have the contact information for a classmate!)

If there is material that you are struggling with, it is highly recommended that you arrange to meet with the instructor in order to seek clarification.

Weighting of Assignments for Final Grade: The relative weighting of each of these assignments for the final course grade is as follows:

Research Paper Exercise	10 percent
Research Paper Outline	10
Research Paper Presentation	10
Research Paper First Draft	15
Research Paper Final Draft	20
Final Exam	25
Class Participation	10

Assignment of Final Grades: Final letter grades will be assigned according to the following scale with rounding from the second decimal place:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F <60
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

Late Assignments: Students are expected to complete assignments by the dates specified on the syllabus. If a student anticipates being unable to complete an assignment on time, the student should contact the instructor *in advance of the assignment due date*. If students experience a personal emergency that prevents them from handing in an assignment on time, students may consult with the Student Assistance Center (<http://www.odos.uiuc.edu/studentAssistance/index.asp>) about obtaining a letter explaining their absence from campus. Part 5 of Article 1 of the Student Code of Conduct (http://www.odos.uiuc.edu/studentAssistance/absence/revised_code.asp) details the specific circumstances under which seeking a letter of absence is appropriate.

Academic Honesty: The work that you submit in this class must be your own. Unless an assignment is explicitly designed to be collaborative, you are expected to work independently of other students. When you make use of external sources, you are required to cite them. When in doubt about whether a citation is necessary or not, provide a citation. As described in Part 4 of Article 1 of the Student Code of Conduct (http://studentcode.illinois.edu/article1_part4_1-401.html), consequences for plagiarism or other forms of academic dishonesty can include zero points on an assignment, failure for the course, or dismissal from the university.

Classroom Behavior: There are several ways in which students can help make the classroom conducive to learning. First, students should treat one another with respect during classroom discussion. We will discuss contentious issues in this class, and if you find yourself disagreeing with a claim made by someone else, you should work on expressing that disagreement in a constructive and impersonal fashion. Second, students using laptop computers should be using them for class-related purposes. Other uses are distracting to your fellow students and hinder overall learning in the classroom.

Students with Disabilities: The instructor will endeavor to make appropriate accommodations for students with disabilities. As described in the University of Illinois Student Code, these accommodations can be coordinated through the Division of Disability Resources and Educational Services (DRES). The DRES Student Services Office is reachable at 217-333-4603 or disability@illinois.edu.

Emergencies: Emergencies can happen anywhere and at any time, so it's important that we prepare for a situation in which our safety could depend on our ability to react quickly. Take a moment to learn the different ways to leave this building. Next, figure out the best place to go in case of severe weather: a low-level in the middle of the building, away from windows. And finally, if there's ever someone trying to hurt us, our best option is to run out of the building. If we cannot do that safely, we'll want to hide somewhere we can't be seen, locking or barricading the door if possible and being as quiet as we can. We will not leave that safe area until we get an Illini-Alert confirming that it's safe to do so. If we can't run or hide, we'll fight back with whatever we can get our hands on. If you want to better prepare yourself for any of these situations, visit police.illinois.edu/safe. Remember you can sign up for emergency text messages at emergency.illinois.edu.

Course Schedule

Part I: The Concept of Development

Tuesday 16 January – Introduction

Thursday 18 January – What is Development?

- Walt W. Rostow. 1960. *The Stages of Economic Growth: A Non-Communist Manifesto*. New York: Cambridge University Press, chapter 2, pp. 4-16.
- Arturo Escobar. 1998. "Power and Visibility: Development and the Invention and Management of the Third World," *Cultural Anthropology* 3(4): 428-43.

Tuesday 23 January

Thursday 25 January – Theories of Economic Growth and Development

- 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, chapters 1 ("Planners Versus Searchers") and 2 ("The Legend of the Big Push"), pp. 3-59.

Part II: The Concept of Foreign Aid

Tuesday 30 January

Thursday 1 February – History of Foreign Aid and Trends in Foreign Aid

- Steven Radelet. 2006. "A Primer on Foreign Aid," Center for Global Development Working Paper No. 92, July, Washington, D.C. 24 pp.
- Hans J. Morgenthau. 1962. "A Political Theory of Foreign Aid," *American Political Science Review* 56(2): 301-309.
- Carol Lancaster. 2007. *Foreign Aid: Diplomacy, Development, Domestic Politics*. Chicago: University of Chicago Press, chapter 2 ("Aid's Purposes: A Brief History"), pp. 25-61

Part III: Actors in International Development

Tuesday 6 February

Thursday 8 February – Bilateral Aid Donors

- William Easterly and Claudia Williamson. 2011. "Rhetoric versus Reality: The Best and Worst of Aid Agency Practices," *World Development* 39(11): 1930–49.
- Sarah Blodgett Bermeo. 2017. "Aid Allocation and Targeted Development in an Increasingly Connected World," *International Organization* OnlineFirst: 1–32.

➤ Research Paper Exercise Due by Friday 9 February at 5:00 p.m.

Tuesday 13 February

Thursday 15 February – Bretton Woods, the World Bank, and the International Monetary Fund

- Ngaire Woods. 2006. *The Globalizers: The IMF, the World Bank and Their Borrowers*. Ithaca, NY: Cornell University Press. Selections TBA.
- Thomas Barnebeck Andersen, Henrik Hansen, and Thomas Markussen. 2006. "US Politics and World Bank IDA-Lending," *Journal of Development Studies* 42(5): 772–94.

Tuesday 20 February

Thursday 22 February – Non-Governmental Organizations

- Jennifer N. Brass. 2012. "Blurring Boundaries: The Integration of NGOs into Governance in Kenya," *Governance* 25(2): 209–35.
- Alexander Cooley and James Ron. 2002. "The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action," *International Security* 27(1): 5–39.

Part IV: Trends in Thinking about International Development

Tuesday 27 February

Thursday 1 March – Structural Adjustment

- Patrick Sharma. 2013. "Bureaucratic Imperatives and Policy Outcomes: The Origins of World Bank Structural Adjustment Lending," *Review of International Political Economy* 20(4): 667–86.
- Sarah Babb and Nitsan Chorev. 2016. "International Organizations: Loose and Tight Coupling in the Development Regime," *Studies in Comparative International Development* 51: 81-102.

➤ Research Paper Outline Due by Friday 2 March at 5:00 p.m.

Tuesday 6 March

Thursday 8 March – Good Governance

- Daron Acemoglu, Simon Johnson and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation," *American Economic Review* 91(5): 1369-1401.

- Merilee S. Grindle. 2007. "Good Enough Governance Revisited," *Development Policy Review* 25(5): 533–74.

Part V: Has Foreign Aid Worked?

Tuesday 13 March

Thursday 15 March – Foreign Aid Effectiveness

- Craig Burnside and David Dollar. 2000. "Aid, Policies, and Growth," *American Economic Review* 90(4): 847-68.
- Abhijit Banerjee et al. 2015. "A Multifaceted Program Causes Lasting Progress for the Very Poor: Evidence from Six Countries," *Science* 348(6236): 1260799–1260799.

Week of 19 March – SPRING BREAK

Tuesday 27 March

Thursday 29 March – Foreign Aid Externalities

- Nicholas Eubank. 2012. "Taxation, Political Accountability, and Foreign Aid: Lessons from Somaliland," *Journal of Development Studies* 48(4): 465-480.
- Garry Rodan and Caroline Hughes. 2012. "Ideological Coalitions and the International Promotion of Social Accountability: The Philippines and Cambodia Compared," *International Studies Quarterly* 56: 367-80.

Tuesday 3 April – *IN-CLASS RESEARCH PRESENTATIONS*

Thursday 4 April – *NO CLASS (Midwest Political Science Association Annual Meeting)*

Tuesday 10 April – *IN-CLASS RESEARCH PRESENTATIONS*

Thursday 12 April – *IN-CLASS RESEARCH PRESENTATIONS*

Tuesday 17 April

Thursday 19 April – Perceptions of the Development Industry

- Helen V. Milner, Daniel L. Nielson, and Michael G. Findley. 2016. "Citizen Preferences and Public Goods: Comparing Preferences for Foreign Aid and Government Programs in Uganda," *Review of International Organizations* 11(2): 219–45.
- Simone Dietrich, Minhaj Mahmud, and Matthew S. Winters. 2018. "Foreign Aid, Foreign Policy, and Domestic Government Legitimacy: Experimental Evidence from Bangladesh," *Journal of Politics* 80(1).

➤ Research Paper First Draft Due by Friday 20 April at 5:00 p.m.

Tuesday 24 April

Thursday 26 April – New Innovations in Foreign Aid

- Jishnu Das, Quy-Toan Do, and Berk Özler. 2005. "Reassessing Conditional Cash Transfer Programs," *World Bank Research Observer* 20(1): 57-80.

- Ben Cormier. 2016. "Empowered Borrowers? Tracking the World Bank's Program-for-Results," *Third World Quarterly* 37(2): 209-26.

Tuesday 1 May – Last Day of Class: Catch-Up, Review, and Wrap-Up

- Bauer, P.T. 1974. "Foreign Aid, Forever?" *Encounter* 42: 15-28.
- Research Paper Final Draft Due by Tuesday 1 May at 5:00 p.m.

Final Exam: *DATE AND TIME ACCORDING TO UNIVERSITY SCHEDULE*