

Seton Hall University

**eRepository @ Seton Hall**

---

Diplomacy Syllabi

School of Diplomacy and International  
Relations

---

Fall 2021

## **Comparative Political Economy of Development**

Nabeela N. Alam Ph.D.

Follow this and additional works at: <https://scholarship.shu.edu/diplomacy-syllabi>

---

**DIPL 6153 AA**  
**COMPARATIVE POLITICAL ECONOMY OF DEVELOPMENT**  
**Fall 2021**

**SYLLABUS**

**Coronavirus Safety:** Things are NOT back to normal – we are still living through a pandemic. As Seton Hall returns to in-person classes, I wanted to note here that mitigation measures for containing the spread of Covid-19 is extremely important, especially because the Delta variant is more contagious and infection by the variant is known to cause breakthrough cases for even vaccinated individuals. Even if a vaccinated person is at less risk of serious illness, hospitalization, or death, they may spread the virus to unvaccinated individuals on and off campus, including children under the age of 12 who cannot at the moment get vaccinated. As covid-19 is airborne, you must be especially cognizant of closed spaces with little social distancing and unknown ventilation status. It is important that you

- Wear a mask in class for the entire duration of the class, as mandated by Seton Hall. No mask, no class.
- Maintain social distancing to the extent possible.
- Not come to class if you are ill and test if symptomatic.

Updates can be found here: <https://www.shu.edu/health-intervention-communication/>.

#### **COURSE ACCESS INFORMATION**

**Instructor:** Professor Nabeela N. Alam

**Email:** nabeela.alam@shu.edu

**Note:** Please put **DIPL 6153** in the subject line

**Student (office) hours via Zoom:** Tuesday 1-2pm, Wednesday 2-4pm, or by appointment

**Class times via Zoom:** Monday 2:00 pm – 4:10 pm (Zoom links are on Blackboard)

#### **COURSE DESCRIPTION**

This course analyzes interactions between institutions and development to understand why some countries are rich and others are poor. Using empirical evidence, the course will identify key features of the economic and political development processes, including individual and societal factor accumulation. We will examine underlying historical, structural, and institutional causes of development and underdevelopment. The objective of the course is for students to be able to draw on empirical evidence to evaluate the relevance of the economic frameworks in diagnosing root causes of development.

#### **CLASS STRUCTURE**

The course will run as a **lecture-seminar hybrid**. I will deliver material as needed (lecture component) to advance understanding and discussions. As in a seminar, students are expected to synthesize assigned readings with the lecture component to propagate classroom discussions. This requires you to complete the assigned readings ahead of time, and to critically engage with the material for discussions. The 25% grading weight on student participation reflects the seminar component of the class.

#### **RECOMMENDED COURSE MATERIAL**

There is no required book for this course. The two books below are recommended:

- Todaro, M. P. and S. C. Smith. 2015. *Economic Development*. Pearson: New York City, 12<sup>th</sup> edition.
- Acemoglu, Daron and James A. Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Business, New York.

Todaro and Smith can address development issues whereas Acemoglu and Robinson is a reader on the political economy of institutions and development.

Other required readings and audio material will be listed in the Course Schedule section, along with links to access the material. Additional material will be handed out in class, posted on Blackboard, or emailed.

### COURSE COMMUNICATION AND INFORMATION DISSEMINATION

All course material will be handed out in class, emailed or posted on the course site on Blackboard, located at <http://myweb.shu.edu/>. I will send emails and course announcement from the course website on Blackboard, so you should regularly (once every 36 hours) check the email address you listed in the SHU directory.

To confirm that you are receiving emails through Blackboard, log into the course site and send an email to yourself. The [Technology Service Desk](mailto:servicedesk@shu.edu) ([servicedesk@shu.edu](mailto:servicedesk@shu.edu), 973-275-2222 or x2222) can assist you with any questions.

When emailing me, type **DIPL 6153** in the subject, and follow this with a subject relevant to your email. For instance, you may write “DIPL 6153 – Paper” as the subject of your email. An email with the appropriate subject automatically gets forwarded to my **DIPL 6153** folder and minimizes the probability of getting overlooked in a busy inbox. I will do my best to respond to your email within 24 hours during weekdays and within 48 hours during weekends.

### GRADING DISTRIBUTION AND POLICIES

The grade for this course has three main components:

|                                     |     |
|-------------------------------------|-----|
| Class participation and preparation | 25% |
| Take-home midterm                   | 25% |
| Country diagnostic project          | 50% |
| a. Group data work (10%)            |     |
| b. Video presentation (15%)         |     |
| c. Paper (25%)                      |     |

### COURSE REQUIREMENTS AND EVALUATION CRITERIA

#### Class participation and preparation (25%)

Attendance is required, and not a component of participation. So attendance will not earn participation points.

*Class participation* includes but is not limited to asking relevant questions or building on the comments of others to further discussion, answering questions *meaningfully*, demonstrating thoughtful responses to assigned readings, and referring *meaningfully* to real world examples relevant to discussions. Your contributions should be well articulated (concise, clear, civil), logically consistent, use relevant evidence, connect to the course material and stay on point. I will particularly reward original and creative arguments or observations.

*Preparation* involves **completing and processing the assigned readings** *before* coming to class. The readings provide you with multiple perspectives and an array of evidence. To do well in this course, you must engage in *active reading* during which you take good notes, reflect on the evidence presented, and draw out the key arguments made by the authors. I will build on assigned readings in class to give a more in-depth treatment of topics. Thus, you will demonstrate preparation for class by using material from the reading, audio material, and cases in your classroom contributions.

#### Take-home midterm (25%)

You will answer 2-3 out of 5 prompts as part of your take home midterm. The responses will be in the form of short essays, where you will provide thoughtful, critical insights by synthesizing evidence and information from various readings. The midterm will be available on Friday, October 8 and will be due on Saturday, October 16.

### Country diagnostic project (50%)

This is a 8-10 page paper in which you will run a growth diagnostic on a developing country of your choice, but not a country covered in the Todaro & Smith (2015) case studies. You will provide the economic and political context of the country, compare its performance to its geographic neighbours and other countries in a similar stage of development, and then provide a detailed diagnosis that explains the country's growth and development trajectory including a focus on institutions. You will make a video presentation of your research. While the paper is an individual project, you will collect the initial comparative data with your group of 3-4 students with countries in the same region.

|                          |             |
|--------------------------|-------------|
| Group data work (10%)    | Sat, Nov 6  |
| Video Presentation (15%) | Sat, Nov 20 |
| Paper due (25%)          | Thu, Dec 16 |

Detailed prompt for the final project will be handed out in class. Written assignments are due via Blackboard. Papers should be written using one of the **Chicago Manual of Style** citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

### COURSE POLICIES

**Attendance** in all class sessions is required and I will take attendance. Attendance is expected, and will not be rewarded with a score towards your final grade. Do not confuse the attendance requirement with class participation requirements. I understand, however, that unforeseen circumstances beyond your control may arise. Repeated instances of lateness can be treated as absences at the discretion of the instructor.

**Late or incomplete work.** If you anticipate not being able to complete an assignment (quiz or analysis) on time you should let me know in advance and I can give you an extension. Absent prior communication, late submissions will be penalized 25% of your score for every 24-hour period that the assignment is late, except in cases of medical/family emergency or Covid-19 issues.

**Grade appeals** will be considered only in the event you discover a mistake in grading. Nonetheless, you must wait 48 hours before appealing. Note that re-grades will not be limited to the disputed part of the exam or assignment.

**Incompletes** will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

**Covid-19 ground rules<sup>1</sup>.** BUT, as I mentioned in my welcome email to the class, we are going through a pandemic and I understand there are many sources of worry and uncertainty. So, if you tell me **in advance** that you need more time to complete an assignment, need extra help, or you have to miss class, I will work with you. You don't have to tell me why you need an extension, and I am not going to ask for personal information. I will also conduct a check-in survey every two weeks to make sure you are keeping up with work and are not struggling. But don't wait for the next check-in if you need help sooner. I can also point you to different resources on campus if you need help outside of academics.

---

<sup>1</sup> Hat-tip to Dr. Sara Moller.

## SETON HALL POLICIES AND RESOURCES

**Accommodations.** It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

**Counselling.** The Office of Counselling and Psychological Services (CAPS) provides free year-round counselling to students in need of support. CAPS is located in Mooney Hall and can be reached at (973) 761-9500.

**Academic Honesty.** Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

- <http://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>
- <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

## COURSE SCHEDULE (subject to change)

| Week # | Day       | Topic   | Assignments                |
|--------|-----------|---|----------------------------|
| 1      | M Aug 30  | Introduction.   |                            |
|        | M Sep 6   | Labor Day – No class                                      |                            |
| 2      | M Sep 13  | Comparative Economic Development                          |                            |
| 3      | M Sep 20  | How States Foster Devt: Overcoming Social Dilemmas        | Choose country for project |
| 4      | M Sep 27  | How Capacity and Institutional Differences Affect Devt    |                            |
| 5      | M Oct 4   | Why Institutions Are Important / Data Sources             | Midterm given              |
|        | M Oct 11  | Fall Break – No class                                     | Midterm due Oct 16 (S)     |
| 6      | M Oct 18  | Excel Workshop  |                            |
| 7      | M Oct 25  | Why Do Political Institutions Vary? Geography and History |                            |
| 8      | M Nov 1   | Why Do Political Institutions Vary? Ethnic Differences    | Group Project due Nov 6(S) |
| 9      | M Nov 8   | Meetings – No class                                       |                            |
| 10     | M Nov 15  | Social Institutions, Gender Norms, and Development        |                            |
| 11     | M Nov 22  | Reforms I: Democratization                                | Video brief due Nov 20 (S) |
|        | Nov 24-28 | Thanksgiving Break  |                            |
| 12     | M Nov 29  | Reforms II: Civil Service / Meetings                      |                            |
| 13     | M Dec 6   | Reforms III: Foreign Aid / Meetings                       |                            |
| 14     | M Dec 13  | Concluding Thoughts                                       |                            |
|        | R Dec 16  | Final exam period   | Final draft due Dec 16 (R) |

## READINGS<sup>2</sup> (subject to change)

Please complete all required readings before class, engaging with the discussion questions when provided. When you come to class prepared to discuss the readings, you will find it easier to contribute. Recall that class participation through discussion counts for 25% of your grade.

\*\* All required readings are denoted with a \*\*. You must complete these readings.

\* Highly recommended readings are denoted with a single \*, and I will refer to these in class. You are not required to read them, but may find them of interest or they may be useful for your paper.

All other readings are recommended, and may be useful as sources for your paper.

### Mon, Aug 30. Session 1 – Introduction

No readings!

### Mon, Sep 13. Session 2 – Comparative Economic Development and Institutions

\*\*Todaro & Smith Chapter 2

\*\* Sen, Amartya. 1988. *The Concept of Development*. Chapter 1.

\*\* Banerjee, Abhijit, and Esther Duflo. 2007. "The Economic Lives of the Poor." *Journal of Economic Perspectives*, 21(1): 141-168. (SHU Library)

\*Jones, Charles I. "The Facts of Economic Growth." *NBER Working Paper No. 21142*, May 2015.

### Mon, Sep 20. Session 3 – How States Foster Development: Overcoming Social Dilemmas

\*\* Page, Lucy and Rohini Pande. 2018. "Ending Global Poverty: Why Money Isn't Enough." *Journal of Economic Perspectives* 32 (4): 173-200.

\*\* De Mesquita, Ethan Bueno. 2016. *Political Economy for Public Policy*. Princeton University Press.

- Collective Action – Sections 4-4.4.3
- Coordination Problems – Sections 5-5.2.1
- Commitment Problems – Sections 6-6.2.1

In these readings, you can skip the modelling (equations) and focus on the examples and types of social dilemmas that society has to overcome.

\*\* North, Douglass. 1991. "Institutions." *Journal of Economic Perspectives*, 5(1): 97-112. (SHU Library)

\*\* North, Douglass, John Wallis, and Barry Weingast. 2008. "Violence and Social Orders: A Conceptual Framework for Interpreting Recorded Human History" in *Governance, Growth, and Development Decision-Making, Reflections by D. North, D. Acemoglu, F. Fukuyama, and D. Rodrik*, The World Bank.

### Mon, Sep 27. Session 4 – Variation in State Capacities and Political Institutions / Data Sources

\*\* Fukuyama, Francis. 2008. "What Do We Know about the Relationship between the Political and Economic Dimensions of Development?" in *Governance, Growth, and Development Decision-Making, Reflections by D. North, D. Acemoglu, F. Fukuyama, and D. Rodrik*, The World Bank.

\*\* Besley, Timothy and Torsten Persson. 2011. *Pillars of Prosperity*. Princeton University Press. Ch 1 *Development Clusters*

\*\* North, Douglass C., John Joseph Wallis, Steven B. Webb, and Barry R. Weingast. 2009. "Limited access orders: Rethinking the problems of development and violence." *Unpublished working paper*.

Grief, A, "Coercion and Exchange," Stanford University.

---

<sup>2</sup> The selection of readings was influenced by Darin Christensen's (UCLA) and Rohini Pande and Dani Rodrik's (KSG) syllabi for their political economy of development courses.

### Mon, Oct 4. Session 5 – How Variations in State Capacities and Institutions Impact Development

- \*\* **Institutions:** Acemoglu, Daron, Simon Johnson, and James A Robinson. 2005. “Institutions as a fundamental cause of long-run growth.” In Philippe Aghion and Steven N Durlauf, editors, *Handbook of Economic Growth*. **Read Sections 1-8, but skim sections 5-7.**
- \*\* **Leadership:** Jones, Benjamin and Benjamin Olken. 2007. “Do Leaders Matter?” *KelloggInsight*, June 1. (Link to full paper below under recommended readings).
- \*\* **Corruption:** Blattman, Christopher. 2012. “Corruption and Development: Not what you think?” Blog post, November 5.
- \*\* **Corruption:** Matthew Stephenson. 2014. “Yes, Corrupton Is Bad for Development. No, Corruption Is Not a Western Obsession.” Blog post, April 29.
- \*\* **Clientelism:** Hicken, Allen. 2011. “Clientelism.” *Annual Review of Political Science*, 14 (1):289-310.
- \*\* **Public Service Delivery:** World Bank Group. 2004. *World Bank Development Report 2004: Making Services Work for the Poor*. Washington, DC: World Bank Publications. **Read Chapters 2-3**

B.F. Jones and B.A. Olken. 2005. “Do leaders matter? National leadership and growth since World War II.” *The Quarterly Journal of Economics*, 120(3): 835 ([url](#))

Jakob Svensson. 2005. “Eight Questions about Corruption.” *The Journal of Economic Perspectives*, 19(3):19-42.

Olken, Benjamin A. and Rohini Pande. 2012. “Corruption in Developing Countries.” *Annual Review of Economics*, 4:479-509

Wantchekon, Leonard. 2003. “Clientelism and voting behavior: Evidence from a field experiment in Benin.” *World Politics*, 55(3): 399-422. ([SHU Library access](#))

Banerjee, Abhijit and Esther Duflo. 2006. “Addressing Absence.” *The Journal of Economic Perspectives*, 20(1): 117-132.

Mon, Oct 11. Fall Break – no class.

### Mon, Oct 18. Session 6 – Excel Workshop

### Mon, Oct 25. Session 7 – Why do Political Institutions Vary? Geography and Historical Legacy

- \*\* BBM Chapter 3: Engerman and Sokoloff. “Colonialism, Inequality, and Long-Run Paths of Development.”
- \*\* Nunn, Nathan. 2009. “The Importance of History in Economic Development.” *Annual Review of Economics* 1 (1):65-92.
- \*\* Nunn, Nathan, and Leonard Wantchekon. 2011. “The Slave Trade and the Origins of Mistrust in Africa.” *American Economic Review*, 101 (7): 3221-52.
- \*\* Rubio, Melissa. 2019. “From Plantations to Prisons: The Legacy of Slavery on Black Incarceration in the US,” *Job Market Paper*.
- \*\* Childs, Mary and Karen Duffin, interview with Dr. Lisa Cook. 2020. “Patent Racism.” *NPR Planet Money*. Podcast audio, June 12. ([25 mins](#)) (**NOT** required reading, but in case you are interested: Link to [paper](#))

### Mon, Nov 1. Session 8 – Why do Political Institutions Vary? Ethnic Differences

- Todaro & Smith Chapter 14.5
- \*\* Easterly and Levine. 1997. “Africa’s growth tragedy: Policies and ethnic divisions.” *Quarterly Journal of Economics* 112(4): 1203-1250.
- \*\* Whatley, Warren, and Rob Gillezeau. 2011. “The Impact of the Transatlantic Slave Trade on Ethnic Stratification in Africa.” *American Economic Review*, 101 (3): 571-76.
- \*\* Miguel, Edward. 2006. “Ethnic Diversity and Poverty Reduction.” In *Understanding Poverty*, edited by Abhijit V. Banerjee, Roland Benabou, and Dilip Mookherjee, 19-35. Oxford University Press.

### Mon, Nov 8. Session 9 – Meetings – No class

### Mon, Nov 15. Session 10 – Gender

- \*\* Andersen, Siwan. 2007. "The Economics of Dowry and Brideprice." *Journal of Economic Perspectives* 21(4): 151-174.
- \*\* Doepke, Matthias and Michele Tertilt. 2009. "Women's Liberation: What's In It for Men?" *The Quarterly Journal of Economics* 124(4): 1541-1591. (Sections 1, 2, 6 & 7)
- \*\* Alon, Titan, Matthias Doepke, Jane Olmstead-Rumsey, Michele Tertilt. 2020. "The Impact of the Coronavirus Pandemic on Gender Equality." *VoxEU*
- \*\* Kabeer, Naila. 1999. "Resources, agency, achievements: Reflections on the measurement of women's empowerment." *Development and Change*, 30(3): 435-464. (SHU Library)
- \* Duflo, Esther. 2012. "Women Empowerment and Economic Development." *Journal of Economic Literature*, 50 (4): 1051-79.
- \* Jayachandran, Seema. 2015. "The roots of gender inequality in developing countries." *Annual Review of Economics* 7(1): 63-88.
- \* Agarwal, Bina. 1997. ""Bargaining" and gender relations: Within and beyond the household." *Feminist Economics*, 3(1): 1-51.

### Mon, Nov 22. Session 11 – Governance Reform I: Democratization

- \*\* Samuels, David. 2012. "Regime Change." In Comparative Politics.
- \*\* Rodrik, Dani. 2008. "Thinking About Governance" in *Governance, Growth, and Development Decision-Making, Reflections by D. North, D. Acemoglu, F. Fukuyama, and D. Rodrik*, The World Bank.
- \*\* Humphreys, Marcatan and Jeremy Weinstein. 2012. "Policing Politicians: Citizen Empowerment and Political Accountability in Uganda" *International Growth Center Policy Brief 5021*.
- \* Fukuyama, Francis. 2014. "States and democracy." *Democratization*, 21(7): 1326-1340. (SHU Library)

Wed, Nov 24 – Sun, Nov 28. Thanksgiving Break.

### Mon Nov 29. Session 12 – Governance Reform II: Public Service Delivery

- \*\* World Bank Group. 2004. *World Bank Development Report 2004: Making Services Work for the Poor*. Washington, DC: World Bank Publications. **Read Chapters 5 and 10**
- \*\* IGC. 2019. *Civil service reform: A summary of IGC research*.
- \*\* Rasul, Imran and Daniel Rogger. 2015. "The Impact of Ethnic Diversity on Bureaucracies: Evidence from the Nigerian Civil Service." *American Economic Review Papers and Proceedings*, 105(5): 457-461. (SHU Library)

### Mon, Dec 6. Session 13 – Governance Reform III: Foreign Aid

- \*\* Qian. 2014. "Making Progress on Foreign Aid." *Annual Review of Economics* 7:277-308.
- \*\* 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.
- \*\* World Bank Group. 2004. *World Bank Development Report 2004: Making Services Work for the Poor*. Washington, DC: World Bank Publications. **Read Chapter 11**

### Mon, Dec 13. Session 14 – Concluding Thoughts

- \*\* Acemoglu, Daron. 2008. "Interactions between Governance and Growth: What World Bank Economists Need to Know" in *Governance, Growth, and Development Decision-Making, Reflections by D. North, D. Acemoglu, F. Fukuyama, and D. Rodrik*, The World Bank.
- \*\* Rodrik, Dani. 2008. "Second Best Institutions." *American Economic Review Papers & Proceedings* 98(2): 100-104.