

POLS 5346 Seminar in Political Economy of Development

Spring 2022

Instructor: Dr. Taeko Hiroi

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Format: Hybrid (50-85% Online Instructional Method)

In person and online instruction via Zoom

Class Time/Location: Wednesdays 6:00-8:50 pm via Zoom and in BEND205

Office Hours: Virtual Office Hours: Tuesdays at 10:00-11:00 am via Zoom—by appointment only.

“Over the past three decades the income gap between the world’s richest fifth and its poorest fifth has more than doubled, to 74 to 1. And with that gap come migration, environmental pressure, conflict, instability, and other problems rooted in poverty and inequality.”

--UNDP Human Development Report, 1999

“The world’s 2,153 billionaires have more wealth than the 4.6 billion people who make up 60 percent of the planet’s population.”

--Oxfam Report published January 20, 2020 ahead of the 2020 World Economic Forum

“The real challenge of development is that there is a group of countries at the bottom that are falling behind, and often falling apart.”

--Paul Collier, 2007

“Hunger is actually the worst of all weapons of mass destruction.”

-- Luiz Inácio Lula da Silva, President of Brazil, 2004

Course Description

This graduate seminar explores theoretical and empirical issues in the political economy of development. The twentieth century saw widening gaps in the distribution of wealth and the standards of living both among countries and within their societies. At the turn of the century, the rich were still getting richer and most of the world’s poor stayed poor. Why are certain countries more successful in promoting development than others? Why does poverty exist and persist? How can we close income gaps between and among countries and inequalities among citizens? What are non-income inequalities and how do they interact with income inequalities to affect human potential? What is development in the first place?

In this course, we examine the situations of development and underdevelopment in the world, the political causes and consequences of poverty and inequality, the interaction between political institutions and development, and current debates on development. This course is organized

around thematic topics and focuses on empirical theories and analyses. We will discuss various examples from around the world. Students will specialize in a specific area of inquiry by writing a research paper.

Course Objectives

Upon the successful completion of the course, you will be able to:

- 1) define and evaluate key concepts and theories in the political economy of development;
- 2) identify and discuss principal challenges of development;
- 3) analyze the causes and consequences of (under)development, inequality, and poverty;
- 4) evaluate various policy proposals for development; and
- 5) have an early start on your Master's thesis or research paper on development (if you so choose).

Required Books

- Mitchell A. Seligson and John T Passé-Smith, eds. 2014. *Development and Underdevelopment: The Political Economy of Global Inequality*. Fifth edition. Boulder, Colorado: Lynne Rienner Publishers, Inc.
- Paul Collier. 2008. *The Bottom Billion: Why Poor Countries are Failing and What Can Be Done About It*. Oxford University Press.
- UNDP *Human Development Report 2019*. Available for free at <http://hdr.undp.org/sites/default/files/hdr2019.pdf>.

Course Communication and Assistance

If you have a question regarding or need help with technological issues, contact UTEP's [Technology Help Desk](#) (see the section on UTEP Technology Support Help Desk).

If you have a question regarding a course material or assignment, please post it on the **Help Board** on the course's Blackboard homepage. Please make sure that your question is not addressed by the syllabus. If it is, I will simply refer you to the syllabus.

If you need to contact me regarding your personal matters (e.g., your performance, request for a make-up exam due to documented, severe, and unexpected illness, etc.), **UTEP email is the best way to reach me**. I will make every effort to respond to your email within 24-48 hours of receipt during weekdays. I will try to respond to weekend messages by Monday. Please use your UTEP email address when you email me. **Your email should include the course number in the subject line and your name and UTEP ID number in the body of your email.**

I have also set up **virtual office hours** via Zoom. I will be available during my virtual office hours **by appointment**. Please be aware that meetings during virtual office hours are not private. Anyone who logs in to virtual office hours can see and hear our interactions. Please notify me if you would like to have a private virtual meeting.

COVID-19 Precaution Statement

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Centers for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine and wear masks. If you still need the vaccine, it is widely available in the El Paso area. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Course Requirements

1) Assigned Readings

You need to spend enough time to read each reading critically and analytically. Each assigned reading is important, and I absolutely expect everyone to have completed the assigned readings before each class meeting, post analytic discussion questions on the discussion board (see the section on participation), and bring important questions to discuss to class meetings. You need to take good notes for each assigned reading and review your notes before coming to class meetings. The course schedule at the end of the syllabus includes information on assigned readings.

2) Class Participation

This seminar is a hybrid course where 50-85 percent of class participation is online. The course has both synchronous and asynchronous components. You are expected to participate in all virtual and face-to-face seminar meetings. The course's Blackboard page will provide a Zoom meeting link for virtual sessions.

Since this is a graduate seminar, the success of the class critically depends on every student's commitment to making class discussions intellectually stimulating and rewarding. Do not expect to be lectured. I may occasionally provide brief lectures on certain topics to facilitate class discussion and learning, but the large part of the quality of the seminar is determined by each student contributing to collective learning by coming to every class, having completed assigned readings and actively discussing them. You will be evaluated on both the quality and quantity of your participation. Note that you cannot possibly participate in discussions if you miss a class, and unjustified absences will significantly affect your participation grade. Specifically, you will lose 25 percent of the participation grade for each unjustified absence.

Engagement is an important part of your participation. To prepare for class discussions and to facilitate everyone's involvement, for each week **every student must prepare at least two discussion questions based on the week's readings**. These questions should focus on concepts,

theories, methodologies, data, and other key questions in the literature. Questions involving comparisons of various readings are welcome. **You need to post discussion questions in the designated space on the discussion board in the course's Blackboard page no later than 10 pm of Monday before each class meeting.** The quality and quantity of these questions and their punctual submission will be graded. Good questions will be rewarded with higher grades. You should respond to some of the questions posted on the discussion board prior to the meeting. Good, thoughtful responses and comments will be rewarded with higher participation grades. **All students should review posted questions and comments prior to coming to class.** Please keep in mind that you must post at least two questions for each week regardless of whether you attend the seminar in that week. Each missed question will result in the loss of 2 percentage points of the participation grade.

For participation in the research paper workshop weeks, please see the section on the research paper below and the course schedule at the end of the syllabus.

3) Critical Reviews:

You will write **three critical reviews** of the assigned weekly readings. Critical reviews are due at 6:00 pm in the following week. For example, if you choose to write a critical review of the readings assigned for week 2, your review is due in week 3 at 6:00 pm. Please submit critical reviews via designated submission windows on Bb. Please do not email me your reviews.

Critical reviews should cover all the readings for the week and cannot be mere summaries. You should identify and discuss the main debates in the literature and critically analyze the week's readings. For example, what are the central questions and central controversies, and how does each reading approach them? What evidence do authors provide? What are their strengths and weaknesses, and how might you improve their theories and empirical research? Emphasize theories, research designs, and methodologies. Focus on the content.¹ The reviews should be **3 to 4 pages** (no more than 4 pages), typed using *Times New Roman* 12 pt. font size, double-spaced, pagged consecutively, and with the standard one-inch margin on all four sides. All references must be appropriately cited. I will stop reading reviews at the end of the fourth page if they are longer than the maximum length.

In general, no late review will be accepted. The submission windows will close after each deadline. You have an entire semester to choose from to write your reviews. If you cannot submit one on time, you just need to write another one. Since unexpected emergencies do happen, I strongly encourage you to submit your critical reviews early in the semester. **Your first critical review is due no later than March 9.**

4) Discussion Leader

We will have at least one discussion leader each week. Assignments for discussion leaders will be made during the first meeting. Your role as a discussion leader will be graded. Discussion leaders will provide a brief (2-3 minutes) summary of each reading and actively raise and respond to discussion questions both on the discussion board and during class meetings. By being a discussion

¹ Critiques in critical reviews should not focus on writing or presentation styles of the authors but rather emphasize the content of their studies.

leader, you are not asked to lecture for the class. Your role is, jointly with me, to facilitate and stimulate class discussions.

5) Research Paper

Your research paper should address an important question in the political economy of development. Please be sure to obtain my approval for your research topic. Your paper should be empirical and conform to the expectations of social science research. That means that it begins with a research question, followed by a theory and a hypothesis or hypotheses, and evaluating them with real world observations (a.k.a. data). Merely descriptive studies are not acceptable as graduate research papers. If you need a brief review of social science research, I recommend W. Phillips Shively, *The Craft of Political Research*.

This assignment is evaluated in two phases. The first phase involves writing a **research proposal**. It should include a research question, significance of the project, literature review, theory and hypotheses, research design and methodology, and expected findings. As stated above, you need to obtain my approval for your research topic. Approval of your topic will require, at minimum, that you articulate your research question and a hypothesis (or hypotheses) and that you be able to discuss the sources of the data/information that you intend to use.

Your research paper proposal is due on Wednesday, March 30 at 6 pm. Post an electronic copy in the designated space on the Blackboard's discussion board to receive feedback from fellow students and submit your proposal to me via Blackboard's research proposal submission window. **You need to read all other students' proposals and give them *substantive feedback* on the discussion board by Saturday, April 2 at 6 pm.**² This constitutes reading assignments and seminar participation for the week.

Your **final research paper** must be complete and will be between 15 and 25 pages, including notes, tables, figures, and a bibliography. It should consist of the following sections: introduction, literature review, theory and hypotheses, research design and methodology, analysis and findings, and conclusions. Please submit your research paper by **Wednesday, May 4 at 6 pm** via the designated submission window on Bb.

Your paper should follow the standard paper requirements, i.e., it should be typed, using *Times New Roman* 12 pt. font size, double-spaced, and paged with the standard one-inch margin on all four sides. All references should be appropriately cited both in the body of the text and bibliography. Please refer to APSA's style manual for stylistic guidance. The style manual is available at <https://connect.apsanet.org/stylemanual/>.

You will **present your research paper on May 4**. We will determine as a class whether the presentation will be virtual or in-person. Each presentation should be approximately for **15 minutes** (and no longer than 15 minutes) and use PowerPoint.

² Simple comments and questions, such as "great proposal," "interesting," "why did you choose this topic?" and the like, are not substantive feedback. Substantive feedback includes comments, questions, and suggestions aimed to help improve theory, research design, methodology, and other aspects of the substantive content of the paper. Feedback should be constructive.

Grades

Final grades are determined as follows:

Course Requirement	Weight
Reading & Participation	30%
Critical Reviews	30% (each review is 10%)
Discussion Leader	5%
Research Paper	35% (proposal 5%; paper presentation 5%; paper 25%)

Final Grade Scale	
90% ≤	A
80% ≤ & < 90%	B
70% ≤ & < 80%	C
60% ≤ & < 70%	D
<60%	F

Course Policy

- Please be on time to attend class meetings and stay through the end of the class. You need to **enable your webcam** during virtual class sessions. You may mute your microphone when you are not speaking. If your webcam is off, I will consider that you are absent. If you cannot use your webcam for an excusable reason, please contact me prior to the class meeting. Please know that if you do not respond when you are called while your webcam is off, it will count as an absence.
- Please stay focused on the class during virtual and face-to-face class meetings. Do not browse the internet, text, email, or make noise.
- You must not record our class meetings. If you have a legitimate reason to record our class meetings, you need to obtain my prior approval. You must not share video- or voice-recordings with others or post them on the Internet. You are also prohibited to share materials obtained or accessed through this course with people who are not enrolled in this course or post them online. Such information is protected by law.
- At times it may be necessary to make adjustments to reading assignments and course schedule as the semester unfolds. If necessary, I will make such announcements in class and/or on Blackboard. If you miss a class when these announcements are made, you are responsible for obtaining such information.
- Please check Blackboard on a regular basis.

- All assignments and papers need to be professional. They must be typed with standard citation and writing styles (see APSA's style manual) and standard margins of one inch on all four sides. All pages must be numbered consecutively (except for the title page) and stapled together. Where there is a page limit, you must follow it. All assignments and papers must be proofread before submission. If you need assistance in writing, I encourage you to go to the **UTEP writing center**. NEVER turn in your first draft: there is no excuse for turning in an unedited paper! Depending on the extent of editorial problems, your assignment's grade will be lowered by one-third of a letter grade to one full letter grade.
- Please do not email assignments. Submit them on Bb.

Accommodations

If you have a disability and need accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS' Staff are the only individuals who can validate and, if need be, authorize accommodations for students with disabilities.

Academic Integrity Policy

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Office of Student Conduct and Conflict Resolution for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information.

Copyright and Fair Use Requirements

Students also need be aware of the copyright and fair use requirements. The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. Students

who wish to use any portion of the course materials for purposes other than the work in this course shall make a formal written request to obtain an explicit written authorization for requested use. Unauthorized use or dissemination of the course materials is strictly prohibited.

Effective Electronic Communication (Netiquette)

All students are expected to adhere to professionalism and demonstrate mutual respect at all times in their communication with fellow students and the professor. You need to take greater care in electronic communication. Without the aid of body language and voice tones, your words are more prone to misinterpretation, and you may offend someone unintentionally. You should avoid unnecessary provocations or arguments. No personal attack is permitted. Always be courteous and respectful when communicating with fellow students and the professor and proofread your post to ensure that it is written professionally and without any hint of incitement or insult.

No inappropriate behavior will be tolerated. Inappropriate student behavior will be reported to and handled by the University. The professor retains the discretion to drop students from the course for any inappropriate behavior.

Please keep in mind the following netiquette rules:

- Always consider audience. Remember that members of the class and the professor will be reading your posts.
- Respect and courtesy must be provided to classmates and to the professor at all times. No harassment, flaming, or inappropriate posts will be tolerated.
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in standard English with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

Here are some **useful tips for effective online communication and interaction.**

Language: Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then review it before posting it in order to remove any strong language.

Be Forgiving: If someone states something that you find offensive, mention this directly to the professor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the professor.

This is Permanent: Think carefully about the content of your post before contributing it. Once sent to the group, there is no taking it back. Poor writing does not reflect well on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

Test for Clarity: Your text may often appear perfectly clear to you as you compose them but turn out to be obtuse to your reader. One way to test for clarity is to read your text aloud to see if it flows smoothly. If you can read it to another person before posting it, it is even better.

Remember Your Place: A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your professor and your fellow students with respect.

Follow the Parameters/ Stick to the Point: Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.

Read First, Write Later: Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

UTEP Virtual Private Network

UTEP's electronic resources, such as electronic books and articles from the library, are available to registered students when working from outside the campus network. In order to access these resources, you will need to set up a Virtual Private Network (VPN) that recognizes that you are a UTEP student. Go to the University's [VPN webpage](#) for instructions.

Course Schedule

The following is a *tentative* schedule that is subject to change. You will be notified of any changes made to this schedule.

	Topics and Readings
January 19	<p>Overview: Development and Inequalities Reading</p> <ul style="list-style-type: none"> • Seligson, “The Dual Gaps,” in Seligson & Passé-Smith (SP), Ch. 1. • Collier, <i>The Bottom Billion</i>, Part 1. <p>Assignment of discussion leading weeks</p>
January 26	<p>More Problems Reading:</p> <ul style="list-style-type: none"> • Collier, <i>The Bottom Billion</i>, entire book.
February 2	<p>Defining and Measuring Development Reading:</p> <ul style="list-style-type: none"> • Passé-Smith, “Characteristics of the Income Gap Between Countries,” in SP, Ch. 2. • Firebaugh, “Empirics of World Income Inequality,” in SP, Ch. 4. • Passé-Smith, “Assessing Contending Measures of the Gap,” in SP, Ch. 5. • Amartya Sen. 1999. <i>Development as Freedom</i>. Oxford: Oxford University Press. Introduction and Chs. 1 & 4. (available on Bb). • UNDP indices: Human Development Index (HDI), Inequality-adjusted Human Development Index (IHDI), Gender Development Index (GDI), Gender Inequality Index (GII), and Multidimensional Poverty Index (MPI). Go to http://hdr.undp.org/en/content/download-data. Click links to the relevant tables. Read the full explanation of each index and examine the data.
February 9	<p>Historical and Geographic Origins of the Gap Reading:</p> <ul style="list-style-type: none"> • Maddison, “The World Economy: A Millennial Perspective,” in SP, Ch. 7. • Diamond, “Why Did Human History Unfold Differently on Different Continents for the Last 13,000 Years?” in SP, Ch. 8. • Rodrik, et al. “Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development,” in SP, Ch. 9. • Acemoglu, et al. “The Colonial Origins of Comparative Development: An Empirical Investigation,” in SP, Ch. 10. • Henry and Miller, “Macroeconomic Narratives from Africa and the Diaspora,” in SP, Ch. 11. • Wade, “The Rising Inequality of World Income Distribution,” in SP, Ch. 3. <p>*These readings are excerpts from articles or books. If you have questions, need more information, or are interested in reading further, read the original.</p>

<p>February 16 (Online— Zoom)</p>	<p>Convergence or Divergence? Classical Theories (Modernization and Convergence vs. Dependency)</p> <ul style="list-style-type: none"> • Rostow, “The Five Stages of Growth,” in SP, Ch. 17. • Baumol, “Productivity Growth, Convergence, and Welfare: What the Long-Run Data Show,” in SP, Ch. 18. • De Long, “Productivity Growth, Convergence, and Welfare: Comment,” in SP, Ch. 19. • Frank, “The Development of Underdevelopment,” in SP, Ch. 23. • Dos Santos, Theotonio, 1970. "The Structure of Dependence," <i>American Economic Review</i> 60(2): 231-236. • Cardoso, “New Paths: Globalization in a Historical Perspective,” in SP, Ch. 25. • Seymour Martin Lipset. 1959. “Some Social Requisites of Democracy: Economic Development and Political Legitimacy.” <i>American Political Science Review</i> 53(1) 69-105.
<p>February 23</p>	<p>Domestic Inequality: Income and Wealth Reading:</p> <ul style="list-style-type: none"> • Kuznets, “Economic Growth and Income Inequality,” in SP, Ch. 12. • Muller and Seligson, “Inequality and Insurgency,” in SP, Ch. 13. • Ortiz and Cummins, “Global Inequality: Beyond the Bottom Billion,” in SP, Ch. 14. • Berg and Ostry, “Equality and Efficiency: Is There a Trade-off Between the Two or Do They Go Hand in Hand?” in SP, Ch. 15. • UNDP <i>Human Development Report 2019</i>, Part II Beyond averages (p. 97-) and Ch. 3 Measuring inequality in income and wealth. Available at http://hdr.undp.org/sites/default/files/hdr2019.pdf
<p>March 2 (Online— Zoom)</p>	<p>Domestic Inequality: Beyond Income Reading:</p> <ul style="list-style-type: none"> • UNDP <i>Human Development Report 2019</i>. Available at http://hdr.undp.org/sites/default/files/hdr2019.pdf Read: <ul style="list-style-type: none"> ▪ Overview, Part I (entire), Ch. 4 (Gender inequalities), Ch. 5 (Climate change) • Amartya Sen. 1990. “More Than 100 Million Women Are Missing.” <i>The New York Review of Books</i>, available at http://www.nybooks.com/articles/archives/1990/dec/20/more-than-100-million-women-are-missing/?pagination=false (also available on Bb) • Ross Douthat. 26 June 2011. “160 Million and Counting.” <i>The New York Times</i>, available at http://www.nytimes.com/2011/06/27/opinion/27douthat.html (also available on Bb) • Debraj Ray. 19 Oct 2015. “Where are all the women?” World Economic Forum, available at https://www.weforum.org/agenda/2015/10/where-are-all-the-women/

<p>March 9 (Online— Zoom)</p>	<p>Culture and Development Reading:</p> <ul style="list-style-type: none"> • McClelland, “The Achievement Motive in Economic Growth,” in SP, Ch. 20. • Harrison, “Underdevelopment Is a State of Mind,” in SP, Ch. 21. • Granato, et al., “The Effect of Cultural Values on Economic Development: Theory, Hypotheses, and Some Empirical Tests,” in SP, Ch. 22. • Ha-Joon Chang. 1997. “Lazy Japanese and Thieving Germans,” Ch. 9 in <i>Bad Samaritans</i>, available at https://analepsis.files.wordpress.com/2011/08/ha-joon-chang-bad-samaritans.pdf • Frederick Solt. 2008. “Economic Inequality and Democratic Political Engagement,” <i>American Journal of Political Science</i> 52(1): 48-60. <p><i>Your first critical review is due no later than March 9.</i></p>
<p>March 14-18</p>	<p>Spring Break</p>
<p>March 23</p>	<p>Institutions and Development Reading:</p> <ul style="list-style-type: none"> • Olson Jr., “Big Bills Left on the Sidewalk: Why Some Nations Are Rich, and Others Poor,” in SP, Ch. 26. • Przeworski and Limongi, “Political Regimes and Economic Growth,” in SP, Ch. 28. • Diamond, “What Makes Countries Rich or Poor?” in SP, Ch. 30. • Robinson, James A, Daron Acemoglu, and Simon Johnson. 2005. “Institutions as a Fundamental Cause of Long-Run Growth.” <i>Handbook of Economic Growth</i> 1A: 386-472. • Stefan Haggard. 2004. “Institutions and Growth in East Asia.” <i>Studies in Comparative International Development</i>, 38(4): 53-81.
<p>March 30 (Online)</p>	<p>Research Paper Proposal</p> <ul style="list-style-type: none"> • Post an electronic copy in the designated space on the Blackboard’s discussion board, and submit the proposal to me via Bb’s submission window (due Wednesday, March 30 at 6 pm) • You need to read all other students’ proposals and give them substantive feedback on the discussion board (due Saturday, April 2 at 6 pm) • Reading: Student paper proposals (on Blackboard)
<p>April 6</p>	<p>Redistribution and Fiscal Federalism</p> <ul style="list-style-type: none"> • Ravallion, “Do Poorer Countries Have Less Capacity for Redistribution?” in SP, Ch. 16. • Osry, Berg, and Tsangarides, “Redistribution, Inequality, and Growth,” IMF Staff Discussion Note, available at https://www.imf.org/external/pubs/ft/sdn/2014/sdn1402.pdf • Wallace E. Oates. 1999. “An Essay on Fiscal Federalism.” <i>Journal of Economic Literature</i> 37(3): 1120-1149.

	<ul style="list-style-type: none"> Jonathan Rodden. 2002. "The Dilemma of Fiscal Federalism: Grants and Fiscal Performance around the World." <i>American Journal of Political Science</i> 46(3): 670-687.
April 13 (Online— Zoom)	<p>The Resource Curse and Foreign Aid</p> <p>Reading:</p> <ul style="list-style-type: none"> Collier and Goderis, "Commodity Prices, Growth, and the Natural Resource Curse," in SP, Ch. 31. Erling Røed Larsen. 2006. "Escaping the Resource Curse and the Dutch Disease? When and Why Norway Caught up with and Forged Ahead of Its Neighbors." <i>American Journal of Economics and Sociology</i> 65(3), <i>Natural Resources, Taxation, and Regulation: Unusual Perspectives on a Classic Topic</i>, pp. 605-640. Michael L. Ross. 2015. "What Have We Learned about the Resource Curse?" <i>Annual Review of Political Science</i> 2015 18(1): 239-259. Dominic P. Parker and Bryan Vadheim. 2016. "Resource Cursed or Policy Cursed? US Regulation of Conflict Minerals and Violence in the Congo." <i>Journal of the Association of Environmental and Resource Economists</i> 4(1): 1-49. Simeon Djankov, Jose G. Montalvo and Marta Reynal-Querol. 2008. "The curse of aid." <i>Journal of Economic Growth</i> 13(3): 169-194.
April 20 (Online)	Research Paper Workshop/Catch Up Day
April 27	<p>Health and Democracy</p> <p>Reading:</p> <ul style="list-style-type: none"> Ross, Michael. 2006. "Is Democracy Good for the Poor?" <i>American Journal of Political Science</i> 50(4): 860-874. Wang, Yi-ting, Valeriya Mechkova, and Frida Andersson. 2019. "Does Democracy Enhance Health? New Empirical Evidence 1900-2012." <i>Political Research Quarterly</i> 72(3):554-569. Shin, J. 2015. "Voter Demands for Patronage: Evidence from Indonesia." <i>Journal of East Asian Studies</i> 15(1): 127-151. Witvliet, Margot I., Anton E. Kunst, Onyebuchi A. Arah, and Karien Stronks. 2013. "Sick regimes and sick people: a multilevel investigation of the population health consequences of perceived national corruption." <i>Tropical Medicine and International Health</i> 18(10): 1240-1247.
May 4 (Online or F2F--TBD)	<p>Research Paper Presentations</p> <p>Students will present their research paper using Power Point. The presentation should not exceed 15 minutes. See the section on <i>Research Paper</i> for more instructions.</p>