# Money and Politics in the Developing World

# (POLC 4011-01), 3

# Spring 2022

# Monday, Wednesday, & Friday, 2-2:50

## Professor: Katherine McKiernan

## Office location:

## Office hours: Friday, 10am-1pm or by appointment

## Email address: kmckiernan@tulane.edu

## Catalog/Course description

3 Credits. This course is a special topics course for political science majors. In this course, we will study the role of money in politics in the developing world, including how governments raise money, how politicians craft policies to redistribute money, and the non-programmatic use of government resources.

This course contributes to the political science major.

## Course Objectives

This course is designed to provide an analysis of the role of money in political systems in the developing world. Over the course of the semester, we will analyze money in politics through three units. First, we will discuss how states gain resources, with a focus on taxation and foreign aid. In the second unit, we will focus on programmatic redistribution. This will cover government programs focused on providing resources to target populations, such as money for low-income individuals. Finally, in the third unit we will discuss non-programmatic redistribution, or the use of government resources outside of established government programs.

In this course, you will be exposed to readings and examples from low to middle income countries throughout the world, with a particular focus on the Global South. However, you will have opportunities to apply the themes from the course to contexts beyond those discussed in our readings.

This course combines lecture, discussion, and small group activities.

## Course Learning Outcomes

After completing this course, students will be able to:

* Have the conceptual and theoretical tools to understand how politicians attract resources and redistribute them to citizens
* Be able to apply the themes from the course to different regional and country contexts
* Acquire the tools to evaluate and assess the arguments presented by comparative politics scholars

## Required Student Resources

All readings for this course will be available through the Tulane Library Services and will be posted on Canvas.

## Evaluation Procedures and Grading Criteria

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| --- | --- | --- |
| Participation | 10% of Final Grade | A > 93% |
| Discussion Leader | 15% of Final Grade | A- 90-92% |
| Reflection 1 | 5% of Final Grade | B+ 87-89% |
| Reflection 2 | 5% of Final Grade | B 83-86% |
| Reflection 3 | 5% of Final Grade | B- 80-82% |
| Creative Project | 15% of Final Grade | C+ 77-79% |
| Final Paper Reviews | 5% of Final Grade | C 73-77% |
| Final Paper | 20% of Final Grade | C- 70-72% |
| Group Presentation | 20% of Final Grade | D+ 67-69% |
|  | 100% | D 63-67%  D- 60-62%  F < 60% |

## Description of Assignments:

*Participation:* Your participation grade is a combination of attendance and **active, thoughtful** participation. To achieve a high participation grade, you not only have to attend class, you also need to contribute in a relevant manner. You can earn credit towards participation by asking questions, answering questions, engaging in class discussion and debates, actively participating during group assignments, and attending office hours. These grades are assigned as a holistic evaluation of your engagement in the course. During the semester, I will give you two opportunities to evaluate your own participation, which will be used to calculate the final participation grade.

*Discussion Leader:* In this course, you will be responsible for leading the class through a discussion of that week’s topic. As discussion leader, you are responsible for guiding the class through some of the key elements of the readings for that week, asking questions, and highlighting possible extensions for understanding the topic. You will need to submit your questions you prepare prior to class (even if they are not all discussed in class) and any notes you compile to help you lead discussion.

*Reflections (3):* You will be responsible for writing reflections on the readings from one week for each of the units. In your reflection, you should evaluate the readings for that week, the articles strengths and weaknesses, and the questions the reading made you think about. This reflection will be 1-2 pages.

*Creative Project:* For a unit of your choice, you should plan on doing a creative project applying a theme from class to a current event in a country of your choosing. You can select any low or middle-income country. This project can take any form you’d like. For example, you could create a podcast or video analyzing the current event through the lens of the material from class. **This assignment has a rolling deadline and can be submitted at any point during the semester prior to the last day of class, 5/4**.

*Final Paper Reviews:* Throughout the semester, we will have in-class work sessions for researching and reviewing each other’s final papers. You will have the read the draft of one of your peer’s essays and provide feedback. You will submit to me a summary of your feedback that you provide your peer during class.

*Final Paper:* This course will conclude with a 10 page research paper where you analyze how a theme (or themes) from class apply to a country of your choosing. This should be a different country than the creative project. In this paper, you will develop your own research question based on anything that sparks your interest. For example, you could write about why a country has trouble collecting taxes from citizens, the role of foreign aid in development, poverty alleviation programs, or bribes. This paper needs to have a clear thesis statement that advances an argument, and you should pull from **at least** 5 academic sources beyond those we read in class. You will have multiple opportunities to work on your research for this paper and receive feedback from your peers during class. You will have set points in your semester where you should be able to submit your topic, thesis, preliminary bibliography, and first draft.

*Group Presentation:* In lieu of a final exam, you will complete a group presentation that evaluates how the three themes from the course (government funds, programmatic redistribution, and non-programmatic redistribution) coexist in a country or region. Your groups will be formed based on shared regional interest, but within the group you will have a fair amount of discretion over what countries you hope to bring into your presentation.

## Attendance Statement

Attendance and Participation are mandatory for this course. I will take attendance during each course meeting. You are allowed 3 unexcused absences over the course of the semester. After 3 absences, your grade will reflect your failure to attend. I will excuse absences with advanced notice and in the case of documented illness.

## Recordings of class sessions

I will record classes and make them available at the end of each week. Please talk to me if you require a different means of distribution.

**Remote Course Policies:**

If you need to attend class remotely, you MUST notify me prior to class to receive access to a zoom link.

**Course Schedule**

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| **Week** | **Topic** | **Reading /Assignment** |
| **1: 1/26, 1/28** | Introductions | * 1/28 Come to Class Prepared to Select a Week to Lead Discussion |
| **Unit 1** | **How Do States Gain Resources?** |  |
| **2: 1/31, 2/2, 2/4** | Is Democracy Better for Development? | * Harding and Stasavage (2014) “What Democracy Does (and Doesn’t Do) for Basic Services: School Fees, School Inputs, and African Elections”. The Journal of Politics, 76(1) 229-245 * Truex (2017) “The Myth of Democratic Advantage”. Studies in Comparative International Development, 52(3), 261-277 |
| **3: 2/7, 2/9, 2/11** | Resource Extraction and Politics | * Arellano-Yanguas (2011) “Aggravating the Resource Curse: Decentralisation, Mining, and Conflict in Peru” The Journal of Development Studies 47(4), 617-638 * De la Cuesta, Martin, Milner, and Nielson (2021) “Foreign aid, oil revenues, and political accountability: Evidence from six experiments in Ghana and Uganda”. The Review of International Organizations 15, 521-548 * Friday: In Class Work-Day, Group Projects * 2/11: Submit Your Idea for a Final Paper |
| **4: 2/14, 2/16, 2/18** | Taxation and Accountability | * Berens and von Schiller (2017) “Taxing Higher Incomes: What Makes the High-Income Earners Consent to More Progressive Taxation in Latin America?” Political Behavior 39 703-729 * Paler (2013) “Keeping the public purse: An experiment in windfalls, taxes, and the incentives to restrain government” American Political Science Review, 107(4), 706-725 |
| **5: 2/21, 2/23, 2/25** | Foreign Aid | * Bermeo (2017) “Aid Allocation and Targeted Development in an Increasingly Connected World”. International Organization 71(4) 735-766. * Nieto-Matiz and Schenoni (2020) “Backing Despots? Foreign Aid and the Survival of Autocratic Regimes”. Democracy and Security 16(1) 36-58 * 2/25: Last Day to Submit Reflection for First Unit * Friday: In Class Work Day- Research for Final Paper |
| **Unit 2** | **How Do States Design Programs to Distribute Resources?** |  |
| **6: 3/2, 3/4** | Fiscal Decentralization and Redistribution | * Malik (2008) “Fiscal Decentralization for Poverty Reduction in Asia: Opportunities, Challenges and Policy Issues” Asia-Pacific Development Journal 15(2) 2008 * Niedzwiecki (2016) “Social Policies, Attribution of Responsibility, and Political Alignments: A Subnational Analysis of Argentina and Brazil”. Comparative Political Studies, 49(4), 457-498. |
| **7: 3/7, 3/9, 3/11** | Programmatic Redistribution | * Carlson (2021) “In Defense of a Divided Opposition: Programmatic Distribution and Ethnic Minor Party Support” Political Science Research and Methods 9(4), 745-759 * Haggard and Kaufman (2008) Democracy, Development, and Welfare States. Chapter 5 **The ebook is available through the Tulane Library** * Friday: In Class Work Day- Group Projects * 3/11 Submit a Thesis/ Preliminary Bibliography for the Final Paper |
| **8: 3/14, 3/16, 3/18** | Conditional Cash Transfers | * De la O (2013) “Do Conditional Cash Transfers Affect Electoral Behavior? Evidence from a Randomized Experiment in Mexico”. American Journal of Political Science 57(1) 1-14 * Labonne (2013) “The Local Electoral Impacts of Conditional Cash Transfers: Evidence from a Field Experiment”. Journal of Development Economics 104 73-88. |
| **9: 3/21, 3/23, 3/25** | Participatory Budgeting | * Touchton, Borges Sugiyama, and Wampler “Democracy at Work: Moving Beyond Elections to Improve Well-Being”. American Political Science Review, 111(1), 68-82 * Wampler, McNulty, and Touchton (2021) “South-to-South and Donor-driven Diffusion in Sub-Saharan Africa” in Participatory Budgeting in Global Perspective 158-181 * Friday: In Class Work-Day- Final Paper * 3/25: Last Day to Submit Reflection for Second Unit |
| **3/28, 3/30, 4/1** | Spring Break | Spring Break |
| **Unit 3** | **How Do States Distribute Resources Without Programs?** |  |
| **10: 4/4, 4/6, 4/8** | What is Clientelism? | * Cantú (2019) “Groceries for Votes: The Electoral Returns of Vote Buying” The Journal of Politics 81(3) 790-804 * Stokes, Dunning, and Nazarreno, and Brusco (2013) Brokers, Voters, and Clientelism: The Puzzle of Distributive PoliticsChapter 1 |
| **11: 4/11, 4/13, 4/15** | Political Broker Strategies | * Bahamonde (2018) “Aiming Right at You: Group versus Individual Clientelistic Targeting in Brazil” Journal of Politics in Latin America * Ravanilla, Haim, and Hicken (2021) “Brokers, Social Networks, Reciprocity, and Clientelism” American Journal of Political Science * Friday: In-Class Work day for Group Projects |
| **12: 4/18, 4/20, 4/22** | Ethnic Favoritism | * Auerbach and Thachil (2020) “Cultivating Clients: Reputation, Responsiveness, and Ethnic Indifference in India’s Slums”. American Journal of Political Science 64(3), 471-487. * Chandra (2007) “Counting Heads: A Theory of Voter and Elite Behavior in Patronage-Democracies” in Patrons, Clients, and Policies: Patterns of Democratic Accountability and Political Competition * Friday: In Class Peer Reviews of Final Essay, **Bring a printed copy of your draft to class and submit an electronic copy on Canvas** |
| **13: 4/25, 4/27, 4/29** | Political Motivations for Local Public Goods | * Aspinall, Weiss, Hicken, and Hutchcroft (Forthcoming) “Targeting Groups: Pork Barreling and Club Goods” in Mobilizing for Elections Patronage and Political Machines in Southeast Asia, 191-229 * Baldwin (2019) “Elected MPs, Traditional Chiefs, and Local Public Goods: Evidence on the Role of Leaders in Co-Production from Rural Zambia”, Comparative Political Studies, 52(12), 1925-1956 |
| **14: 5/2, 5/4** | Forbearance | * Holland (2016) “Forbearance”. American Political Science Review, 110(2) 232-246. * 5/4: Last Day to Submit Reflection from Unit 3 * 5/4: Final Essay Due * 5/4: Last Day to Submit Creative Project |