COURSE OVERVIEW

It is widely agreed that good governance is required for economic development. But what exactly is good governance? How should and can we measure the quality of governance? Why do only a few developing countries succeed to improve governance and achieve rapid economic growth, while many other political economies remain stuck in poverty and weak governance? Is it good governance that leads to economic development or vice versa? This course aims to provide students with the analytic tools to think critically about the various dimensions of governance and its relation to economic development. We then apply these tools to evaluate concrete case studies. Readings and discussions will draw on a range of country cases.

Important: Laptops are not allowed. Mobile devices must also be turned off during class. Partial lecture slides will be posted a week before class, so you may print the slides and take notes in class.

ASSIGNMENTS & GRADES

Your grade will be based on five mandatory components and one optional extra-credit assignment:

1. Regular attendance & participation [14%]
2. Response to research lectures [10%]
3. Group project [40%]
4. Weekly quizzes [20%]
5. Midterm and final [16%]
6. Extra credit: Written response to external lecture [up to a max of 3 points]

Regular attendance and punctuality [14%]

Regular and active participation is central to doing well in this class. You may only be excused for missing class if you have a medical note or a compelling reason that I have approved in advance. Other than that, there will be no exception. I deduct 2 points for every unexcused absence. I also deduct points for tardiness.

More specifically, being a responsible and engaging participant means: do the reading assignments; respond to questions in class; express your views and at the same time give others
a chance to speak; participate in peer scoring of the group projects; and pay attention during class.

Written responses to research lectures [10%]

I will deliver two lectures based on my research in the Weeks of 5 and 6. For each lecture, write your response to a list of questions, posted on Ctools > resources > response guidelines. You need only to submit ONE response in either Week 5 or 6. However, you have the option of submitting two responses. If you do so, I will count only the response with the higher grade.

Due date: Friday 1 pm, preceding class on Monday. For example, for week of 2/9, your response must be posted on Ctools by 2/6 (Friday) at 1 pm.

Group teaching [40%]

You will take over as an instructor in this assignment. You will be divided into 6 groups, 3-4 members per group. Select one discussion week marked with an * for your group project.

See detailed instructions for the group assignment on the next page.

Weekly quizzes [20%]

There will be a short quiz every week that class meets, starting on 1/26. The quiz usually consists of a few multiple choice questions and/or short responses on the assigned readings and lecture. We may sometimes have one quiz before lecture to test your knowledge of the readings, then another quiz after lecture to test your comprehension of the lecture.

Mid-term and Final [16%]

There will be an in-class midterm and final. The mid-term will require only one short essay response, focusing on Weeks 10 and 11 (Geography, Institutions, and History). The final will have three essay questions, based on Weeks 9 (Governance) and 12–14 (Democracy, Corruption). The mid-term and final is worth 4% and 12% of your total grade respectively.

Extra Credit Assignment: Written responses to external lectures (up to 3 points)

I offer an optional extra credit assignment, intended to allow students who are less verbal in class or who lost points for whatever reasons to catch up on their grade.

There are many lectures offered by the International Institute (II) and the various centers under II. Attend one of these lectures, and write a write a response, about 2 single-spaced pages, on the following.

- Summarize the main findings, arguments or significance of the lecture,
- Discuss your reactions to the lecture
- Discuss the connections you see between the lecture and our course

The assignment is due on April 17, 5 pm. Post your assignment on Ctools > extra credit. For the extra credit assignment, late submissions are not accepted.
SUMMARY OF ASSIGNMENT DUE DATES

<table>
<thead>
<tr>
<th>Written responses to research lectures</th>
<th>Friday 1 pm, preceding lecture on Monday</th>
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<tbody>
<tr>
<td>Group teaching (executive summary)</td>
<td>Monday 10 am, on the day of your presentation</td>
</tr>
<tr>
<td>Peer scoring of group project</td>
<td>Monday 10 pm, on the same day as the group’s presentation</td>
</tr>
<tr>
<td>Optional: extra credit assignment</td>
<td>April 17 (Friday), 5 pm</td>
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GRADING POLICIES

Grade scale: Final grades for the course will be determined as follows: A+ (100+); A (95-100); A- (90-94); B+ (86-89); B (83-85); B- (80-82); C+ (77-79); C (73-76); C- (70-72)

Late policy: I lower your grade by 10% for every day that your assignment is turned in late. Even if you post your paper only a few minutes late, I count that as one day late. Please double-check to make sure that your work has been posted on Canvas. You may email me your work if you encounter technical problems.

Word limit policy: Please follow the word limit indicated for each assignment. It is intended to help you learn to write within a restricted space. I deduct points if you exceed the word limit.

Citations: You may use any citation format as long as you are consistent. Do not use Wikipedia as a reference. Append a list of references at the end of your document. Word count excludes the reference list.
INSTRUCTIONS ON GROUP TEACHING ASSIGNMENT

Objectives

One of the best ways to learn is to teach. When you teach, you must know your materials really well. Moreover, you have to communicate the lessons in a clear and interesting way.

Through this assignment, you will be “forced” to master one week’s theme. You will practice how to work in a group, communicate, and engage the audience. These are essential life skills.

Preparing and presenting your group assignment

1. As a group, ask yourself: *What do we want to teach the class?* Bear in mind that I will begin each class with an overview lecture, so don’t replicate my role. Your role is to complement my lecture by placing the week’s ideas/debate in a concrete context. Alternatively, you may introduce a theme that is related to the week’s theme but not covered in my lecture.

2. Following my lecture, your group will take over with a presentation. Instead, of the usual “take turns to read aloud” format, strive to make your presentation engaging. I recommend spending about 20 minutes on a presentation that summarizes your topic and research, followed by an interactive class activity that brings your theme to life. (For example, break into groups for discussion, run an in-class poll, play a game.) You may switch the order of the presentation and activity as you see fit.

3. Each group will submit an executive summary of your project by Monday (on the day of your presentation) 10 AM. The document should summarize the objectives of your project, your activity, the research you presented in class, and state your conclusions. The report should be no longer than 1,000 words, excluding references, charts, and tables. Make full use of tables, charts, and pictures in your report.

Examples of past projects

Previous reports are posted on Ctools > resources > previous group reports. You may creatively borrow or adapt ideas from previous groups. But you should not, of course, plagiarize any writing or blindly replicate what has previously been done without new and thoughtful input.

On Measuring Governance:
- On how Latin American countries score on governance, compared to their scores on happiness
- On UM students’ evaluation of the quality of governance at the University of Michigan

On Geography vs Institutions
- Comparison of the development trajectory of Ann Arbor and East Lansing
- Comparison of the reversal of fortunes in Wayne and Oakland County of Detroit

On Democracy vs Development
- Comparison of a rich democracy, poor democracy, rich autocracy, and poor autocracy

On Measuring Corruption:
- On whether and how lobbying should be measured as corruption
- On UM students’ perception of unethical or corrupt behavior in an academic setting
On Corruption and Development:
- Case study of corruption in Detroit and its effects on the economy
- Case study of the positive and negative effects of Monsanto’s lobbying on the agriculture industry

Meetings with me to prepare for your group assignment

You should make the best use of meetings with me to prepare for your group assignment. One regular class meeting is replaced by meetings with me. Every group will sign up to meet me.

Come prepared for the meeting. Everyone in the team should do the assigned readings in your week. Read through the discussion questions carefully and understand the objective of the week’s discussions. Before meeting me, have a discussion within your group. Propose a few concrete ideas for your project, so that I may advise you on which idea works best.

In addition, I will spend 20-30 minutes at the end of class to meet with the group that will present next Monday. Take the opportunity to update and consult with me.

Scoring of group assignment

Scoring of group assignment will be done in two parts: my grade will form 75% of your grade (i.e., 30 points), and peer scoring will form 25% of your grade (i.e., 10 points).

Everyone, other than the presenting group members, has to participate in peer scoring. Go to Ctools > Test Center > Peer scoring. Grade the group and offer written feedback. Your participation in peer scoring counts toward your participation grade.

Be a fair and responsible grader. Other groups’ grades will not affect your group’s grade. Only I will see your grade and comments, and will keep your input anonymous. After your scores are submitted, I will tabulate the peer scores and comments and forward them to each group.

Optional grievance policy

Working in teams is an essential life skill. I hope that you will cooperate and do your part as a group member without external monitoring or intervention. Nevertheless, disagreements and slacking sometimes occur. In these cases, I have an optional grievance policy in place. Any member in a team may initiate a grievance procedure via email or in person. Once that happens, I will ask each team member to submit a peer evaluation report, on the basis of which I will adjust each member’s grade. The identity of the member who initiates the procedure will be kept strictly confidential.
## WEEKLY AGENDA & READINGS

### To do
- Sign up for group assignments on Ctools—the sooner you sign up, the more choices you have. Go to Ctools > Sign up > group project.

### Objectives
- Explore the meaning and objectives of “development” from competing perspectives.
- Demonstrate analytic thinking on each week’s theme, and how to use concrete cases to illustrate theoretical concepts and arguments.
- Demonstrate use of activities to animate discussion, which you will do in the group assignment.

### Required
Jean-Jacques Rousseau, 1975, *Discourse on the Origin of Inequality* (excerpts), posted on Ctools
“A New Measure of Well-Being from a Happy Little Kingdom,” *New York Times*, Oct 4 2005

### Optional

### Discussion Questions:
- What is development to you? Put differently, how do you tell that you are in a “developed” country?
- To North, what is development? What specific institutions do Western industrialized nations possess that enable them to be richer and more “developed” than other countries?
- To Rousseau, what is development? Why does Rousseau argue that development (the progression from savagery to civilization) corrupts rather than improves mankind?
- Should development be defined as happiness? If so, what concretely does promoting development as happiness entail?

### To Do:
- Send a representative to sign up for meetings with me on ctools. Every member of the group has to attend the meeting.

### Schedule
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/12</td>
<td>Introduction meeting</td>
</tr>
<tr>
<td>2</td>
<td>1/19</td>
<td>PUBLIC HOLIDAY—Martin Luther King Day</td>
</tr>
<tr>
<td>3</td>
<td>1/26</td>
<td>What is development?</td>
</tr>
<tr>
<td>4</td>
<td>2/1</td>
<td>NO CLASS: Individual meetings to discuss group project</td>
</tr>
<tr>
<td>5</td>
<td>2/9</td>
<td>Research lecture: Does the Rise of Formal Institutions (Courts) Always Replace Informal Institutions (Connections)?</td>
</tr>
</tbody>
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For guidelines, see Ctools > resources > response guidelines.

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### 6 2/16

| Research lecture: Can the Internet Fight Corruption in Developing Countries? |


For guidelines, see Ctools > resources > response guidelines.

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### 7 2/23

| *Measuring the quality of governance |

**Required**

First, browse the website of the Worldwide Governance Indicators ([http://info.worldbank.org/governance/wgi/](http://info.worldbank.org/governance/wgi/)) for a sense of what the WGI is and what the index looks like.

Arndt, Christiane, & Oman, Charles. (2006). *Uses and abuses of governance indicators*. OCED. Chapter 1, Chapter 3


**Supplemental**

[Debate on whether good governance causes growth or vice versa]


**Discussion Questions:**

- How does the World Bank go about measuring the quality of governance?
- In what ways is the WGI useful or problematic? Is it a valid measure (i.e., does it measure what it claims to measure)? Is it unbiased? What dimensions of governance and whose opinions does it omit?
- How does the internal organization and norms of the World Bank affect the way it measures governance?
- How do measures of governance affect policies, scholarship, and popular beliefs?

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### 8 3/2

| NO CLASS: Spring break |

Supplemental

Discussion Questions:
- What is the distinction between “ultimate/root” vs. “proximate” cause of development? Why is it important to distinguish between the two?
- What are institutions? Specifically, which institutions are believed to be necessary for growth?
- How does each side justify its claim about geography or institutions as the “root” cause of development? After reading the literature, what are your own conclusions?

Evans, Peter B. 1989. “Predatory, Developmental, and Other Apparatuses: A Comparative Political Economy Perspective on the Third World State.” *Sociological Forum.* [a typology of different types of government, from best to worst]
Kohli, Atul. (1994). Where do high growth political economies come from? *World development,* 22(9), 1269. [historical argument of where good governments come from]
Daron Acemoglu & James Robinson. *Why Nations Fail.* Chap 1 (So close and yet so different) [comparison of Northern and Southern Americas] [re-read from Week 7]

Supplemental

Discussion Questions:
- Evans: What is a “developmental” as opposed to “predatory” state? How does the quality of bureaucracy vary across countries? And how does that impact development outcomes?
Kohli: Why do some countries have good governance but not others? In what ways do colonial legacies pave the way for governance in late-developing economies?

If history determines present-day outcomes, then how is it possible to escape the effects of negative historical experiences?


Przeworski, Adam, Michael E. Alvarez, Jose Antonio Cheibub, and Fernando Limongi. 2000. Democracy and development. Introduction, Chap 3 (regime type on growth), Conclusion


Supplemental
Read responses on “Are authoritarian governments an impediment to growth?” on The Economist website. See link on Ctools.


Discussion Questions:

- Is democracy the best setting for economic growth? Do authoritarian governments impede growth? What are the mechanisms that link regime type to economic outcomes?
- On Przeworski et al: Are democracies or non-democracies more likely to achieve economic growth? What do the authors find in their statistical tests?
- On The Corpse Walker piece: Are mass tragedies like the GLF unique to dictatorships? Can they happen in a democracy? Why or why not?

Required
Read section on how CPI (corruption perception index) is constructed:

http://www.transparency.org/cpi2012/in_detail

Alex Cobham, Foreign Policy, “Why the CPI falls short”

Sequeira, Sandra. (2012). “Advances in measuring corruption in the field.”

Supplemental
Browse the website of the Transparency International (http://www.transparency.org) and check how countries score on the TI corruption index

• What is corruption? Is lobbying a type of corruption? What about campaign finance and under-paid civil servants taking bribes—are these actions corrupt?
• TI Website: How does TI construct an index of corruption? What survey questions are asked and to whom? What are the strengths and weaknesses of the CPI index?
• In addition to CPI’s perception-based method, are there other better methods of measuring corruption?

Discussion Questions:
• Why do we normally believe that corruption hurts development? What is the evidence for this belief?
• If indeed corruption hurts development, why do some countries, including the U.S. during the Gilded Age, experience high growth despite corruption?
• Are some forms of corruption less harmful than others? How so? How does that modify our belief about the relationship between corruption and growth?

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