

GOVERNANCE AND STRONG INSTITUTIONS

Master in International Development MID SEP-2024 S-1

Area Sustainable Development

Number of sessions: 17

Term: Term 2

Category: regular

Language: English

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CARLOS PIO

Carlos Pio holds a doctorate in Political Science with a specialization in Political Economy. He served as a professor of International Political Economy at the Universidade de Brasilia for 28 years, contributing extensively to the academic community. His international experience includes roles as a Fulbright Visiting Scholar at the University of California - Berkeley from 1996 to 1998, a visiting academic at the University of Oxford from 2009 to 2010, and an adjunct professor at the Australian National University from 2012 to 2014. In addition to his academic achievements, Dr. Pio has held significant governmental positions, serving as the Secretary for Strategic Planning in the Executive Office of the President of Brazil from 2017 to 2018, and as the Executive Director of the Foreign Trade and Investment Board at the Ministry of the Economy of Brazil from 2019 to 2021.

Office Hours

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SUBJECT DESCRIPTION

As codified in SDG 16, sustainable development requires the provision of effective institutions for political and economic governance. Transparent, accountable, and inclusive institutions are key elements in reducing all forms of violence and inequalities; and in promoting peace, justice, and prosperity for all. Ending violence against children including violence against women is key. However, designing social and political institutions presents scholars and development practitioners with complicated and context-dependent tradeoffs. Indeed, identical institutions may have different implications for public governance depending on the country or organization in which they are implemented. These choices need to ensure that existing and global, regional, and national normative frameworks, including the human rights norms and standards, are respected.

In this course, we will analyze the institutional foundations of prosperity, peace, and justice, as well as the strategies and paths available to institution builders and reformers. We first ask a series of core questions: What are institutions? Why are they important for governance? How do institutions come into being, evolve, and change? And, crucially, how can they be anchored in solid, rights-based international standards?

LEARNING OBJECTIVES

The course then studies key social scientific findings on the role of governance in the realization of prosperity and the fight against inequalities. We also seek to acquire the practical skill set associated with institutional analysis and design. To do so, we analyse concrete cases of institutional development in the legal, security, and justice sectors of a state. Our central goal is to understand the role of political and economic institutions in generating just, inclusive, and effective governance, which in turn are crucial ingredients in sustainable development, ensuring respect for the human rights principles of non-discrimination, participation, accountability and the rule of law.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting
Lectures	20.0 %
Discussions	10.0 %
Exercises in class, Asynchronous sessions, Field Work	5.0 %
Group work	20.0 %
Individual studying	45.0 %
TOTAL	100.0 %

AI POLICY

Restricted use of GenAI

In today's world, generative artificial intelligence (GenAI) is changing how we work, study and, in general, how we get things done. However, in the context of this course, the use of GenAI is not permitted, unless it is otherwise stated by the instructor. The use of GenAI tools would jeopardize the students' ability to acquire fundamental knowledge or skills of this course.

If a student is found to have used AI-generated content for any form of assessment, it will be considered academic misconduct, and the student might fail the respective assignment or the course.

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Economic Development

Introduction: Institutions, Governance, and Human Development

What are institutions and why do they matter for economic and social development?

What is governance? How do we measure human development?

Why are some countries / regions richer than others and why do we observe variations in those measures on the same countries overtime?

Article: Why we Need a New Theory of Government. Perspectives on Politics , Mar., 2006, Vol. 4, No. 1 (Mar., 2006), pp. 5-19 (CED)

Book Chapters: Institutions, Institutional Change, and Economic Performance (chapters 1, 4, 5, 6, and 7)

SESSION 2 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Economic Development

Defining Institutions: Formal Rules, Informal Norms, and Enforcement

Institutions are the "rules of the game", they set a payoff structure that condition human behavior at all levels.

But in order to be effective, institutions need to monitor and punish deviant behaviors. So, they are costly.

Book Chapters: Institutions: Rules or Equilibria? In Political-Economy of Institutions, Democracy, and Voting. CED

Article: A Grammar of Institutions. The American Political Science Review, Volume 89, Issue 3 (Sep., 1995), 582-600. (CED)

SESSION 3 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Economic Development

Why do we Care about Formal and Informal Rules?

Do all countries have constitutions? Are all constitutions and laws equally effective in guiding the behavior of citizens, politicians, judges, and bureaucrats? Which informal rules are important for economic and social development?

Article: Goodbye Washington Consensus, Hello Washington Confusion. Journal of Economic Literature Vol. XLIV (December 2006), pp. 973–987. Journal of Economic Literature. (CED)

Article: Institutions and economic performance: Cross-Country Tests Using Alternative Institutional Measures. Economics and Politics, November 1995. Vol 7. (CED)

Book Chapters: Why Nations Fail, Chapters 1, 2, and 3

SESSION 4 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Economic Development

Democracy and Development

What is democracy, and how does it impact economic and social development in both the short and long term?

Why are some authoritarian countries able to promote rapid economic growth while others are not? How do the characteristics of a political regime affect human development?

Book Chapters: Why Nations Fail Chapters 11-12

Article: Democracy does Cause Growth. iJournal of Political Economy. 2019. '01. 127. no. 11 (CED)

Article: Political versus Economic Institutions in the Growth Process. Half Archives Ouvertes. (CED)

Article: Democracy and Economic Growth: A Meta-Analysis. American Journal (CED) (Optional)

SESSION 5 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

Institutions and Gender Equality

Despite ongoing political inequalities that limit the full exercise of their rights, women appear to be better off in democratic countries than under other political regimes. What are the most important (negative) impacts of gender inequality on economic and social development?

What are the main strategies employed by feminist groups to promote gender equality in liberal democratic countries?

Article: Democracy and Feminism. Harvard Law School. Vol 110. June 1997. Number 8. (CED)

Article: Democracy and Gender Equality. Caroline Beer (CED)

Article: Must Feminists Give Up on Liberal Democracy?. Political Studies (1992), XL, Special Issue, 68-82 (CED) (Optional)

Article: Gender and Property Rights: Overview (CED)

SESSION 6 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Economic Development

The Modernization Critique

Does per capita income causes the creation and the consolidation of democracy as stated by modernization theorists?

Article: Do Institutions Cause Growth?.Journal of Economic Growth. (Journal of Economic Growth)

Article: Why Does Democracy Need Education?.Glaser et al. Harvard (CED)

Article: Modernization: Theories and Facts.World Politics 49 (January 1997), 155-83. (World Politics) (Optional)

Article: Reevaluating the Modernization Hypothesis.Journal of Monetary Economics 56 (2009) 1043–1058 (Journal of Monetary Economics)

SESSION 7 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Economic Development

An Alternative Institutional Matrix: Governance in China

Readings TBD

SESSION 8 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Economic Development

Where do Institutions Come From, and How do they Change?

Why have some countries been able to reform their formal and informal institutions to promote economic and social growth, while others have not? What domestic and foreign dynamics have led countries onto reformist paths? What is the middle-income trap, and how have some countries overcome it?

Article: Increasing Returns, Path Dependence, and the Study of Politics.American Political Science Review Vol. 94, No. 2 June 2000. (CED)

Article: A Theory of Endogenous Institutional Change.American Political Science Review Vol. 98, No. 4 November 2004. (CED)

Book Chapters: Why Nations Fail. Chapters 4 and 7

Book Chapters: Institutions, Institutional Change, and Economic Performance. Chapters 9, 10, and 11(Optional)

Book Chapters: World Development Report 2024(Optional)

SESSION 9 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

Institutions in Low and Middle Income Countries: the Long-Term Effects of Colonialism

What are the main colonial legacies that newly independent countries have had to manage? Were there any positive legacies from colonial times, or were they all undoubtedly negative? Were all colonial rulers equally exploitative, and were the institutions they left behind equally detrimental?

Why were some newly independent countries able to overcome negative colonial legacies while others were not?

Article: Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income Distribution. (CED)

Article: The Long-Run Effects of the Scramble for Africa. American Economic Review 2016, 106(7): 1802–1848 (CED)

Article: The Long Term Effects of Africa's Slave Trades. Quarterly Journal of Economics. 2008; 123 (1) : 139-176. (Quarterly Journal of Economics.) (Optional)

Book Chapters: Why Nations Fail. Chapter 9

SESSION 10 (LIVE IN-PERSON)

Recap, Review and Set the Structure for the Case Report

At this date, groups must have been formed and defined a structure for the final Case Report.

SESSION 11 (LIVE IN-PERSON)

Midterm Exam

You will be provided with a list of questions related to the reading material. You will select two questions: one to answer in a short essay of approximately 150 words, and another to address in a longer essay of approximately 400 words.

SESSIONS 12 - 13 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

Ensuring inclusive development and sustained peace: the role of strong national human rights protection systems

Do human rights protection systems work to prevent the escalation of social conflicts and to keep peace among previously hostile factions?

Technical note: Pathways for Peace: Inclusive Approaches to Preventing Violent Conflict. 2018: Washington, DC. Chapter Four – Why people fight: inequality, exclusion and sense of injustice. United Nations. (World Bank)

Technical note: How political ideas keep economic inequality going. Christina Pazzanese. (The Harvard Gazette)

Article: The Highest Aspiration. A Call to Action for Human Rights 2020. (United Nations)

SESSIONS 14 - 15 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

Addressing inequalities and exclusion: the role of the justice and security sectors

How would justice be advanced in practical terms? Establishing the right institutions and rules is a necessary starting point, but a sense of urgency lead practitioners and practical thinkers to emphasize the need to focus on actual realizations and accomplishments.

Book Chapters: The Idea of Justice (Amartya Sen, 2009. Will be provided by professor)

Technical note: Climate Change and Poverty. Forty-first session 2019. Report of the Special Rapporteur on extreme poverty and human rights. (Human Rights Council)

Technical note: Tackling inequality through the Sustainable Development Goals. Human rights in practice: Ignacio Saiz, Kate Donald. The International Journal of Human Rights, July 2017, Taylor & Francis. (CED)

SESSIONS 16 - 17 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

Laws, policies and practices to promote the rule of law and ensure equal access to justice for all

Book Chapters: The Rule of Law (Tom Bingham, Cambridge. Will be Provided by Professor)

EVALUATION CRITERIA

1. Individual assignments / Reading checks:

- Description: short in-class exercises based on the assigned readings for that session;
- Schedule: exercise dates will **not** be announced in advance;
- Procedure: each exercise will occur during the first 10 minutes of class. Students must submit their responses at the end of this period;
- Grading: there will be a total of 5 exercises. Only your top 4 scores will count toward your final grade, allowing you to miss or perform poorly on one without penalty;

2. Class Participation:

- Expectation: participation goes beyond mere attendance. It involves actively engaging in class discussions;
- Criteria: to earn participation marks, you must ask questions and/or make relevant comments related to the assigned readings during the class;

3. Midterm Exam:

- Format: the midterm exam will consist of two essay questions;
- Short essay: approximately 150 words;
- Long essay: approximately 400 words;
- Content: you'll be able to chose topic questions from a list; questions will be based on course

materials covered up to the exam date;

4. Group Project / Case Report:

- Assignment: prepare a 10-page Case Report on a topic relevant to the course;
- Group formation: students must form groups of 5 by Session 6, selecting members based on shared topic interests;
- Outline submission: an outline of the final report must be submitted to the lecturer by Session 10;
- Collaboration: all group members are expected to contribute equally to the research and writing of the report.
- Addressing free riding: equal contribution from all group members is essential. If at least two group members formally report that an individual did not participate equitably in the project, that member may face penalties, such as receiving a lower grade than the rest of the group.

Note: detailed guidelines and assessment rubrics for each evaluation method will be provided during class sessions.

criteria	percentage	Learning Objectives	Comments
Reading Check	20 %		
Class Participation	10 %		
Midterm Exam	40 %		
Case Report	30 %		

FAILING GRADE AND REASSESSMENT

When students receive a Fail in a course, they have the opportunity to present themselves for reassessment in order to earn the necessary credits toward graduation.

The reassessment of students should be scheduled between 5 and 10 working days after the review session takes place.

Grades for the reassessment are limited to a Low Pass and Fail.

Both, the initial Fail as well as the grade of the reassessment remain on the transcript. For the purpose of calculating the GPA however, only the grade of the reassessment is to be considered. Students receiving a failing grade in the reassessment of a course will not be able to continue in the program.

BIBLIOGRAPHY

Compulsory

- Daron Acemoglu and James A. Robinson. (2013). *Why Nations Fail*. Profile Books. ISBN 9781846684302 (Printed)
- Dogulas C. North. (1990). *Institutions, Institutional Change, and Economic Performance*. Cambridge University Press. ISBN 9780521397346 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may

provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

