



Foundations of Development

Course site: https://www.eui.eu/DepartmentsAndCentres/academic-catalogue/Course-detail?course_id=SPS-FOUMG-DEV-19

First term seminar 2019–20
Thursday 11:00–13:00, Seminar Room 2

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Course Description: Foundations of Development is designed to introduce graduate students to issues in the study of political and economic development. We survey a broad range of different literatures and topics. The course is not comprehensive but rather serves as an introduction to especially lively areas of research. The course is particularly focused on developing countries in the world, but also incorporates some historical material from the developed world.

I expect every student to be prepared to discuss any assigned reading each week. You may need to read some items more than once to be able to do that. Your goal should be to come to class prepared to summarize the main point(-s) of each item assigned as well as to be able to present a brief and accurate review of the approach, argument, and evidence — all in two to three minutes. If it takes you longer than that, you haven't mastered the material.

Before approaching each reading, think about what the key questions are for the week and about how the questions for the week relate to what you have learned in previous weeks. Then skim the reading to get a sense of the themes it covers, and, before reading further, jot down the questions you hope the reading will be able to answer for you. Next, read the introduction and conclusion. This is normally enough to get a sense of the big picture. Are the claims surprising? Do you believe them? Can you think of examples — places in the world, or historical events — that do not seem consistent with the logic of the argument? Next ask yourself what types of evidence or arguments you

would need to be convinced of the results. Now read through the whole text, checking how the arguments and evidence support the claims of the author. It is rare to find a piece of writing that you agree with entirely. As you come across issues that you are not convinced by, write them down and bring them along to class for discussion. Also note when you are pleasantly surprised, or when the author produces a convincing argument that you had not thought of.

Whenever possible you are also encouraged to download this data, replicate all or some results, and use that as an exercise to probe and test the arguments you bring to class.

Finally, try to articulate succinctly what you know now that you didn't know before you read the piece. Often a quick summary can draw attention to strong features you were not conscious of, or make you realize that what you were impressed by is not so impressive after all. Is the theory internally consistent? Is it consistent with past literature and findings? Is it novel or surprising? Are elements that are excluded or simplified plausibly unimportant for the outcomes? Is the theory general or specific? Are there more general theories on which this theory could draw or contribute? If what you read is true, what implications does that knowledge carry for other phenomena that we care about? Do you see other things differently now?

Evaluation for the course will consist of two parts. First, all students will be expected to participate actively in every class meeting, including but not limited to the "cold-call" oral summaries of the readings described above. In-class performance will count for 25 percent of your grade. The other 75 percent will be based on your performance on an end-of-term, day-long written examination. In most other graduate programs in political science around the world, students must sit comprehensive exams in two or more fields before they are permitted to move on to dissertation work. The final examination for this course will be along the same lines, although I will hold you responsible only for the topics covered in the course and, within each topic, only for the readings that were assigned. You will be asked to choose two questions (from a larger selection) and you will have to compose your answers during an 8-hour take-home exam. You will submit the exams electronically.

Course Prerequisites: There are no prerequisites for this course. Students from all years are encouraged to enroll.

Course Objectives: At the completion of this course, you will:

1. Be familiar with many major questions in the field of comparative politics of developing areas.
2. Be familiar with important recent studies of comparative politics of developing areas.
3. Be familiar with cutting-edge research methods used in the study of comparative politics.

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4. Have acquired a base of readings that will allow you to begin to conduct independent research in comparative politics of developing areas and/or the historical development of modern polities.

Course Format: The course is designed mainly around discussion of assigned readings. Because it is the first time I am teaching it at the EUI, I am open to suggestions regarding possible changes in weekly topics and/or the quantity of readings.

Readings: Scanned versions of book chapters and, as necessary, forthcoming articles have been posted on the course site along with links to published articles.

You may want to print out a copy of each reading and bring it to class. You will not have access to an electronic version during class and we may need to study specific tables or figures.

Requirements: To complete the course, you will sit an 8-hour open-book examination at the end of the term. You may take this examination anywhere you wish as long as you submit your final answers with a time-stamp that is within 10 minutes of when the examination is due. The exact date of the examination will be determined with the students enrolled in the course, and will occur during the week of December 9 (i.e. after classes end).

Course Policies:

- **General (for auditors as well as enrolled students)**

- Please come to class meetings each week **already having read** assigned material.
- Please bring written notes to class summarizing each assigned reading and be prepared to discuss every assigned reading.
- I do not allow laptops to be open during class. This is based on research that shows that taking notes by hand promotes learning.
- Assume that your computer will be closed during class and in particular that you will not be able to review assigned readings on your computer during class.
- Plan to take handwritten notes during class in order to retain the material covered.
- If you are auditing the course, please inform me so you are given access to course materials.
- Please plan to attend all class meetings except in cases of illness. **Do not attend class if you have a cold or the flu.** Please make sure to submit medical justification to miss class before the class meets.

- **Credit and Grades**

- In order to receive credit for the course, you must attend at least 8 of the 10 course meetings.
- Final examinations are to be submitted on time to be given full credit. Please ensure that the timestamp for your submission is within ten minutes of the time due.
- Final course grades will reflect class participation (25 percent) and the quality of written work submitted (75 percent).

Ethics: All work you do will be held to the highest ethical and professional standards. You are encouraged to discuss readings amongst yourselves, but you must write your final examination alone and you may not discuss it with anyone else as you work.

SYLLABUS

Week One, October 3: Fundamental Sources of Economic Growth

Readings:

Diamond, Jared. 1999. “Farmer Power,” “Spacious Skies and Tilted Axes,” and “Hemispheres Colliding.” In *Guns, Germs and Steel: The Fates of Human Societies*. New York: WW Norton, pp. 85–92, 176–91 and 354–75.

Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. “The Colonial Origins of Comparative Development: An Empirical Investigation.” *American Economic Review*, 91(5): 1369–1401.

Albouy, David Y. “The Colonial Origins of Comparative Development: An Empirical Investigation: Comment.” *The American Economic Review*, 102, no. 6 (2012): 3059–76.

Fogel, Robert. 2004. *The Escape from Hunger and Premature Death, 1700–2100*. Cambridge University Press, ch. 2, pp. 20–42.

Week Two, October 9: Development of Modern States

Note that class is rescheduled to Wednesday 9 October, seminar room 2, this week.

Readings:

Tilly, Charles. 1985. “War Making and State Making as Organized Crime.” In P. Evans, D. Rueschemeyer and T. Skocpol, eds., *Bringing the State Back In*. New York: Cambridge University Press, ch. 5.

Olson, Mancur. 1993. “Dictatorship, Democracy and Development.” *American Political Science Review*, 87 Sept.: 567–76.

De la Sierra, Raul Sanchez. 2015. “On the Origins of States: Stationary Bandits and Taxation in Eastern Congo.” *Journal of Political Economy*, forthcoming.

Pomeranz, Dina and José Vila-Belda. 2019. “Taking State-Capacity Research to the Field: Insights from Collaborations with Tax Authorities.” *Annual Review of Economics*, 11, pp. 755–81.

Week Three, October 17: Democracy and Its Origins

Readings:

Acemoglu, Daron and James A. Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. New York: Cambridge University Press, chs. 2 and 6.

Boix, Carles and Susan Stokes. "Endogenous Democratization," *World Politics*, 55(4): July 2003, 517–49.

Albertus, Michael and Victor Menaldo. *Authoritarianism and the Elite Origins of Democracy*. New York: Cambridge University Press, 2018, chs. 1–2.

Gulzar, Saad and Muhammad Yasir Khan. 2018. "Motivating Political Candidacy and Performance: Experimental Evidence from Pakistan." Unpublished paper.

Week Four, October 24: Authoritarian Regimes and Partial Democracies

Readings:

Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico*. New York: Cambridge University Press: introduction and ch. 1.

Way, Lucan, and Steven Levitsky. 2002. "The Rise of Competitive Authoritarianism." *Journal of Democracy*, 13(2): 51–65.

Gandhi, Jennifer, and Adam Przeworski. 2007. "Authoritarian Institutions and the Survival of Autocrats." *Comparative Political Studies* 40(11): 1279–1301.

Croke, Kevin, Guy Grossman, Horacio A. Larreguy, and John Marshall. 2016. "Deliberate Disengagement: How Education Can Decrease Political Participation in Electoral Authoritarian Regimes." *American Political Science Review* 110(3): 579–600.

Week Five, October 31: Ethnic Politics

Readings:

Chandra, Kanchan. 2006. "What is Ethnic Identity and Does It Matter?" *Annual Review of Political Science*, 9, pp. 397–424.

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso Books, 2006, pp. 1–65.

Habyarimana, James, Macartan Humphreys, Daniel N. Posner, and Jeremy M. Weinstein. "Why Does Ethnic Diversity Undermine Public Goods Provision?" *American Political Science Review* 101(4) (2007): 709–25.

Fearon, James D., and David D. Laitin. "Explaining Interethnic Cooperation." *American Political Science Review* 90, no. 4 (1996): 715–35.

Week Six, November 7: Civil Wars

Readings:

Collier, Paul and Anke Hoeffler. 1998. "On Economic Causes of Civil War." *Oxford Economic Papers* 50: 563–73.

Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review*, 97(1): 75–90.

Weinstein, Jeremy M. *Inside Rebellion: The Politics of Insurgent Violence*. Cambridge University Press, 2006, ch. 1, pp. 27–60.

Kalyvas, Stathis N. *The Logic of Violence in Civil War*. (2006), chs. 5 and 6.

Week Seven, November 14: Political Violence

Readings:

Collier, Paul, and Pedro C. Vicente. "Violence, Bribery, and Fraud: The Political Economy of Elections in Sub-Saharan Africa." *Public Choice* 153, no. 1–2 (2012): 117–47.

Valentino, Benjamin A. "Why We Kill: The Political Science of Political Violence Against Civilians." *Annual Review of Political Science*, 17 (2014): 89–103.

Davenport, Christian. "State Repression and Political Order." *Annual Review of Political Science*, 10 (2007): 1–23.

Magaloni, Beatriz, Edgar Franco, and Vanessa Melo. "Killing in the Slums: Social Order, Criminal Governance and Political Violence in Rio de Janeiro." *American Political Science Review*, forthcoming.

Week Eight, November 21: Patronage and Clientelism

Readings:

Stokes, Susan, Dunning, Thad, Nazareno, Marcello and Valeria Brusco. *Brokers, Voters, and Clientelism: The Puzzle of Distributive Politics*, Cambridge University Press, 2013, chs. 3–4 and 7–8.

Mares, Isabela and Lauren Young, "Buying, Stealing and Expropriating Votes." *Annual Review of Political Science*, 19 (2016), pp. 267–88.

Diaz-Cayeros, Alberto, Estévez, Federico and Magaloni, Beatriz. *The Political Logic of Poverty Relief: Electoral Strategies and Social Policy in Mexico* Cambridge University Press, 2016, chs. 1 and 3–4.

Larreguy, Horacio, Marshall, John and Querubín, "Parties, Brokers, and Voter Mobilization: How Turnout Buying Depends Upon the Party's Capacity to Monitor Brokers,"

American Political Science Review, 110:1 (2016): 160–79.

Week Nine, November 28: Distributive Politics

Readings:

Golden, Miriam and Brian Min, “Distributive Politics Around the World.” *Annual Review of Political Science*, 2013: 73–99.

Kramon, Eric and Daniel Posner, “Who Benefits from Distributive Politics? How the Outcome One Studies Affects the Answer One Gets,” *Perspectives on Politics*, 11(2), June 103: 461–74.

Dixit, Avnish and John Londregan, 1996. “The Determinants of Success of Special Interests in Redistributive Politics,” *Journal of Politics*.

Chattopadhyay, Raghendra and Esther Duflo. 2004. “Women as Policy Makers: Evidence from a Randomized Policy Experiment in India.” *Econometrica* 72(5): 1409–43.

Week Ten, December 5: Political Representation, Accountability, and Responsiveness

Przeworski, Adam, Susan Stokes, and Bernard Manin, eds.1999. *Democracy, Accountability, and Representation*. New York: Cambridge University Press, ch. 1.

Dunning, Thad et al., eds. *Information, Accountability, and Cumulative Learning: Lessons from Metaketa I*. New York: Cambridge University Press, 2019, chs. 1–2 and 11–12, as well as any case study chapter other than ch. 10.

J-PAL Policy Insights, “The Risks and Rewards of Voter Information Campaigns in Low- and Middle-Income Countries,” March 2019.

Paler, Laura, Leslie Marshall and Sami Atallah. 2018. “The Social Costs of Public Political Participation: Evidence from a Petition Experiment in Lebanon.” *Journal of Politics* 80(4): 1405–10.