



Foundations of Development

Course site: https://www.eui.eu/DepartmentsAndCentres/academic-catalogue/Course-detail?course_id=SPS-FOUMG-DEV-20

Brightspace: <https://mycourses.eui.eu/d21/home/7425>

First term seminar, 2020–21

Monday 13:00-15:00, Seminar Room 2

Zoom meeting ID/password: Available on Brightspace

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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 materials from the developed world.

I have included one (or perhaps two) “big” readings each week, but have focused the syllabus on readings that may represent inspirational examples of work on which to model your own research. This means that there are many important and perhaps even canonical readings that are not on the syllabus. For ideas about what these are, consult the comparative politics reading lists for graduate students at traditional departments that require students sit comprehensive exams. Examples include Columbia University and Yale University.

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 attend class prepared to summarize the main point(-s) of each reading 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.

For guidance on how to approach the readings each week, see Macartan Humphrey's discussion.

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. Formally, you are allowed to miss two class meetings and still receive credit for the course but I urge you to attempt to attend *all* sessions except in cases of severe illness.

The other 75 percent of your evaluation 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.
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: Due to COVID-19, the course will meet on Zoom. Please make sure to position yourself so we can all see you well during class, to mute your microphone except when speaking, and to use the blue hand to indicate when you have a comment or question. Please do not turn off your video during class without specific justification or during the 10 minute mid-session break.

The course is designed mainly around discussion of assigned readings, so you are expected to participate actively in every course meeting. Please test your setup to ensure your microphone works and is powerful enough for us to hear you. Likewise, please make sure

you have good enough speakers so you can hear other participants. If you are doubtful that you have a quiet, well-lit environment at home, please feel free to consult with me about the possibility of Zooming in from somewhere on campus.

Readings: You are responsible for locating all reading materials that are available electronically. This serves as practice in developing research and library skills. Please let me know if experience problems. Scanned copies of readings that are unavailable electronically have been posted on Brightspace.

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 examination is provisionally scheduled for December 11, 9:00–17:00. It can be rescheduled for another day in the same week if any enrolled students have unmodifiable academic conflicts.

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.
- Research shows that taking notes by hand promotes learning. Please consider taking notes on the readings by hand. It will improve your mastery of the material.
- If you are auditing the course, please inform Monika, who can give you access to course materials on Brightspace.

- **Credit and Grades**

- In order to receive credit for the course, you must attend at least 8 of the 10 course meetings and submit a final examination.
- 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. You must submit a timely final examination for course credit.
- Final course grades will reflect class participation (25 percent) and the quality of written work (75 percent).
- Course grades will be assigned using the standard U.S. graduate seminar grading scheme. This scheme is as follows:
 - * A excellent
 - * A- very good

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- * B+ good
 - * B adequate
 - * B- inadequate

Term Papers: Although term papers do not have to be connected to a specific course, Foundations of Development would be a good course for spring-boarding a first-year term paper. A first-year term paper should normally be a literature review. They are due 28 May 2021. If you think you might want to use some part of the course as a basis for writing a term paper, please speak to me as soon as possible to identify a particular theme. I will provide you some guidance for assembling your initial bibliography.

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. Ethical violations will be reported to appropriate departmental and university authorities.

SYLLABUS

Week One, October 5: Fundamental Sources of Economic Growth

Why did economic development occur in some parts of the world but not others? And why do we care about economic development?

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.

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

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. 2012 “The Colonial Origins of Comparative Development: An Empirical Investigation: Comment.” *American Economic Review* 102(6): 3059–76.

Himanshu, Peter Lanjouw, and Nicholas Stern. 2018. *How Lives Change: Palanpur, India, and Development Economics*, introduction through p. 11 and ch. 11 (pp. 404–24).

Week Two, October 12: Development of Modern State Institutions

Why are there such close relationships between the development of modern state institutions, extractive capacity, and warfare? Why do contemporary less developed countries experience difficulties collecting taxes?

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.

Scheve, Kenneth and Stasavage, David. 2012 “Democracy, War, and Wealth: Lessons from Two Centuries of Inheritance Taxation.” *American Political Science Review* 106(1): 81–102.

Khan, Adnan, Asim I. Khwaja, and Benjamin A. Olken. 2019. "Tax Farming Redux: Experimental Evidence on Performance Pay for Tax Collectors." *Quarterly Journal of Economics* 131(1): 219–71.

De la Sierra, Raul Sanchez. 2020. "On the Origins of States: Stationary Bandits and Taxation in Eastern Congo." *Journal of Political Economy*, 128 Jan.: 32–74.

Week Three, October 19: Democracy and Its Origins

Does economic development necessarily generate democratization? If so, why?

Readings:

Adam Przeworski, Michael E. Alvarez, José Antonio Cheibub, and Fernando Limongi. 1990. *Democracy and Development: Political Institutions and Well-Being in the World, 1950–1990*. New York: Cambridge University Press, ch. 1.

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

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

José Antonio Cheibub, Jennifer Gandhi and James Raymond Vreeland. 2010. "Democracy and Dictatorship Revisited," *Public Choice* 143(1-2): 67–101.

Gulzar, Saad and Muhammad Yasir Khan. 2020. "Social Motivation, Political Candidacy and Performance: Experimental Evidence from Pakistan." Unpublished paper.

Week Four, October 26: Authoritarian Regimes, Partial Democracies, and Regime Transitions

Most contemporary non-democratic governments hold elections and permit opposition parties. Why is this? How do we know the difference between a democracy and an authoritarian regime?

Readings:

Kuran, Timur. 1991. "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44(1): 7–48.

Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and Its Demise in Mexico*, introduction and ch. 1 (pp. 1–81).

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.

Ghandi, Jennifer, and Elvin Ong. 2019. “Committed or Conditional Democrats? Opposition Dynamics in Electoral Autocracies.” *American Journal of Political Science*: 63(4): 948–63.

Treisman, Daniel. 2020. “Democracy by Mistake: How the Errors of Autocrats Trigger Transitions to Freer Governments.” *American Political Science Review* 114(3): 792–810.

Week Five, November 2: Distributive Politics

On what basis do governments make decisions to allocate goods and services to localities and groups?

Readings:

Dixit, Avanish and John Londregan, 1996. “The Determinants of Success of Special Interests in Redistributive Politics,” *Journal of Politics* 58(4): 1132–55.

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

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

Kramon, Eric and Daniel Posner. 2013. “Who Benefits from Distributive Politics? How the Outcome One Studies Affects the Answer One Gets,” *Perspectives on Politics* 11(2): 461–74.

Marcel Fafchamps and Julien Labonne. 2019. “Family Networks and Distributive Politics.” *Journal of the European Economic Association*, on-line.

Week Six, November 9: Political Representation, Accountability, and Responsiveness

In countries that hold competitive elections, how do politicians evade accountability to voters?

Readings:

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

Carnes, Nicholas, and Noam Lupu. 2016. “Do Voters Dislike Working-Class Candidates? Voter Biases and the Descriptive Underrepresentation of the Working Class.” *American*

Political Science Review 110(4): 832–44.

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.

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

Week Seven, November 16: Ethnic and Identity Politics

How do individuals come to identify with groups larger than the family — with tribes and nations?

Readings:

Anderson, Benedict. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso Books, chs. 1–4 (pp. 11–65).

Fearon, James D., and David D. Laitin. 1996. “Explaining Interethnic Cooperation.” *American Political Science Review* 90(4): 715–35.

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

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

Sen, Maya, and Omar Wasow. 2016. “Race as a Bundle of Sticks: Designs that Estimate Effects of Seemingly Immutable Characteristics.” *Annual Review of Political Science* 19: 499–522.

Week Eight, November 23: Migration, Displacement, and Refugees

Forced migration and displacement shake up politics in both sending and receiving countries; how and why?

Readings:

Hainmueller, Jens and Daniel Hopkins. 2014. “Public Attitudes Toward Immigration.” *Annual Review of Political Science* 17: 225–49.

Fabbe, Kristin, Hazlett, Chad and Tolga Sinmazdemir. 2017. “Displaced Loyalties: The Effects of Indiscriminate Violence on Attitudes Among Syrian Refugees in Turkey,”

ESOC Working Paper No. 7.

Escribà-Folch, Abel and Meseguer, Covadonga and Joseph Wright. 2018. “Remittances and Protest in Dictatorships.” *American Journal of Political Science* 62(4): 889–904.

Hangartner, Dominik, Elias Dinas, Moritz Marbach and Konstantinos Matakos. 2019. “Does Exposure to the Refugee Crisis Make Natives More Hostile?” *American Political Science Review* 113(2): 442–55.

Lehmann, M. Christian and Masterson, Daniel T.R. 2020. “Does Aid Reduce Anti-refugee Violence? Evidence from Syrian Refugees in Lebanon.” *American Political Science Review*, first view.

Week Nine, November 30: Political Violence

Political violence takes many forms in addition to war, when combatants are ordered to fight. Where does violence occur and why are governments unable to exercise a monopoly of force on their territories?

Readings:

Collier, Paul, and Pedro C. Vicente. 2012. “Violence, Bribery, and Fraud: The Political Economy of Elections in Sub-Saharan Africa.” *Public Choice* 153(1–2): 117–47.

Cohen, Dara Kay. 2013. “Explaining Rape during Civil War: Cross-National Evidence (1980–2009).” *American Political Science Review* 107(3): 461–77.

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

Gilligan, Michael J., Pasquale, Benjamin J. and Cyrus Samii. 2014. “Civil War and Social Cohesion: Lab-in-the-Field Evidence from Nepal.” *American Journal of Political Science* 58(3): 604–19.

Magaloni, Beatriz, Edgar Franco, and Vanessa Melo. 2020. “Killing in the Slums: Social Order, Criminal Governance and Political Violence in Rio de Janeiro.” *American Political Science Review* 114(2): 552–72.

Week Ten, December 7: Patronage, Clientelism, and Corruption

Why are clientelism and patronage so common in less developed democracies?

Readings:

Wade, Robert. 1985. “The Market for Public Office: Why the Indian State is Not Better at Development.” *World Development* 13(4): 467–97.

Berenschot, Ward. 2010. "Everyday Mediation: The Politics of Public Service Delivery in Gujarat, India." *Development and Change* 41(5): 883–905.

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

Golden, Miriam, Nazrulleava, Eugenia and Wolton, Stephane. 2020. "Politics in Poor Places? Clientelism and Elections in Democracies." Unpublished paper.

Incerti, Trevor. 2020. "Corruption Information and Vote Share: A Meta-Analysis and Lessons for Experimental Design." *American Political Science Review* 114(3): 761–74.