



Foundations of Development

Course site: https://www.eui.eu/DepartmentsAndCentres/academic-catalogue/Course-detail?course_id=SPS-REGO-DEV-21

Brightspace: <https://mycourses.eui.eu/d21/home/8071>

First term seminar, 2021–22

Monday 15:00-17:00, Seminar Room 2

Zoom meeting ID/password: Available on Brightspace

Professor Miriam Golden

office: Badia Fiesolana, BF263

email: miriam.golden@eui.eu

contact: Monika Rzemieniecka (Monika.Rzemieniecka@eui.eu)

Course Description: Foundations of Development is designed to introduce graduate students to current topics of scholarly interest in the study of political and economic development. We survey a broad range of different literatures and issues. The course is not comprehensive but rather serves as an introduction to especially lively areas of research. Readings are focused on developing countries in the world but we also read 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 the lists available from the political science departments at 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 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, the EUI allows you to miss two class meetings and still receive credit for the course but I urge you to attend *all* sessions except in cases of severe illness.

The other 75 percent of your evaluation will be based on your performance on two written assignments. The first requires you to write a brief critical review of any single reading assigned during the term and to submit the review before the start of the class which discusses the reading. The second consists of 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. Details of both assignments are provided below.

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: At this time, we do not know if the course will meet in person, in a hybrid mode, or exclusively on Zoom. If the latter, 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. If you are attending via Zoom, 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.

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

Requirements: To complete the course, you have two written requirements.

1. Critical review: You will write a 1,000 word (maximum) critique of any assigned reading during the term. This critical review should briefly summarize the main points of the article, explain what evidence was used and how it was evaluated, and then present your principle concerns or objections to the work. Your goal is to highlight the weaknesses of the reading, and perhaps even to suggest how one might improve on the study you critique. Your review should be well structured and use grammatically correct, accurate English.
2. Final exam: 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 13, 9:00–17:00. It can be rescheduled for another day in the same week if any enrolled students have unmodifiable academic conflicts. The exam will ask you to synthesize ideas across readings and across weekly topics. You will be asked to choose two questions (from a larger selection) and you will have to compose your answers during the eight hours. You may not discuss your work in any way with anyone else during the examination. You will submit your answers electronically.

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.

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- 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, submit the assigned critical review and sit the final examination.
- Your critical review of a single reading must be submitted to the designated Brightspace link before the start of the class meeting which discusses the reading in order to receive credit.
- 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.
- Your final grade will be calculated on the basis of 25 percent for classroom participation, 25 percent for the critical review, and 50 percent for the final exam.
- Course grades will be assigned using the standard U.S. graduate seminar grading scheme. This scheme is as follows:
 - * A excellent
 - * A- very good
 - * 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 course-derived term paper should normally be an engaged interaction with a body of literature in which you interrogate that literature to assess how well it has responded to a specific theoretical problem or question. If you think you might use some part of this course as an initial basis for writing a term paper, please speak to me so I may guide you in assembling your initial bibliography. The deadline for submission to me of your written plan for a term paper is the end of February. Term papers for first and second year students are due 27 May 2022.

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 critical review and your final examination alone and you may not discuss them with others as you work. Ethical violations will be reported to appropriate departmental and university authorities.

SYLLABUS

Week One, October 4: The Long-Run Bases of Modern States and Societies

Why did economic development occur in some parts of the world but not others? What social and political consequences accompany economic development?

Readings:

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.

Michalopoulos, Stelios and Elias Papaioannou. 2016. “The Long-Run Effects of the Scramble for Africa.” *American Economic Review* 1006(7): 1802–1848.

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 11: 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 18: 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. (next year, ch. 1 through p. 30 only and then some substance)

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. 2021. “‘Good Politicians’: Experimental Evidence on Motivations for Political Candidacy and Government Performance.” Unpublished paper available on author’s homepage.

Week Four, October 25: Authoritarian Regimes, Partial Democracies, and Regime Transitions

Most contemporary non-democratic governments hold elections and permit opposition parties. Why is this?

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.

Gandhi, 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 8: Distributive Politics

Note that there is no class on November 1 because the EUI is closed

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. 2020. “Family Networks and Distributive Politics.” *Journal of the European Economic Association*, 18(4)” 1697–1725.

Week Six, November 15: 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 22: 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 29: 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:

Klingenstein, Sara, Hitchcock, Tim and Simon DeDeo. 2014. “The Civilizing Process in London’s Old Bailey.” *Proceedings of the National Academy of Sciences* 111(26):

9419–9424.

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 Nine, December 6: Environmental Politics

The relative lack of research in political science on environmental politics is surprising and concerning. This week, we read some examples of good research into various aspects of environmental politics with the hope you will be inspired to consider work in this important area.

Ostrom, Lin. 1991. *Governing the Commons: The Evolution of Action for Collective Action*. New York: Cambridge University Press, chs. 1–3.

Hsiang, Solomon M., Marshall Burke, and Edward Miguel. 2013. “Quantifying the Influence of Climate on Human Conflict.” *Science*, 341(6151), 13 Sep: 1235367.

Voors, Maarten, Peter Van Der Windt, Kostadis Papaioannou, and Erwin Bulte. 2017. “Resources and Governance in Sierra Leone’s Civil War.” *Journal of Development Studies*, 53(2): 278–94.

Slough, Tara et al. 2021. “Adoption of Community Monitoring Improves Common Pool Resource Management Across Contexts.” *PNAS*, 118(29). 20 Jul: e2015367118.

Bechtel, Michael M., Federica Genovese, and Kenneth F. Scheve. 2017. “Interests, Norms and Support for the Provision of Global Public Goods: The Case of Climate Co-operation.” *British Journal of Political Science*, 49: 1333–55.

Week Ten, December 10: Patronage, Clientelism, and Corruption

Note: Class will be held in Seminar Room 4.

Why are corruption, 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.

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. 2021. "The Puzzle of Clientelism: Political Discretion and Elections around the World" Forthcoming with CUP.

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