
CPO 6038
Political Development
Fall 2017

Instructor: Andrew Boutton

Office: 302 Howard Phillips Hall

Office Hours: T 1:00 PM-3:00 PM; R 10:00 AM-12:00 PM

Email: andrew.boutton@ucf.edu

Time: M 6:00 - 8:50

Place: HPH 305G (Political Science conference room)

Overview:

This course is intended for both MA and doctoral students and will be most beneficial for those who have completed an introductory statistics and research design course. Broadly, the course focuses on the formation and development of states, societies, and economies. We will try to answer questions like “Why are some places rich, while others are poor?”; “Why are some countries democracies and others dictatorships?”; or “Why is violence a daily occurrence in some areas of the world, while in others it rarely happens?” We will begin with geographical and historical accounts of economic and political development, and then proceed into a survey of the current literature on these topics. The course covers the following topics related to economic and political development: historical and geographic theories; theories of state-making; the rise of markets and globalization; natural resources, poverty, political institutions and instability, autocracy, democratization, corruption, and foreign aid. The course will be reading intensive, so please register for the class only if you are able to commit to completing all of the required reading before each class. Students are expected to lead seminar discussions, write and present critical essays based on the readings, and develop a research design to answer an original question.

Requirements:

Students are expected to: 1) attend all class meetings; 2) read assigned material prior to the start of each meeting, and be prepared to contribute meaningfully to the discussion of the material during class; 3) submit discussion questions based on the readings the night before class; 4) co-lead seminar discussion; 5) review the work of one of your peers; and 6) complete a number of written assignments, discussed in greater detail below.

Grading

This class is worth 1,000 points, which you can earn by completing the assignments below. Your final grade will be based on the percentage of the 1,000 points that you earn.

ATTENDANCE, PARTICIPATION, AND DISCUSSION LEADER (300 POINTS)

In-class participation

This is a seminar, not a lecture. While I will generally guide the discussion (typically alongside two students; more on this below), I will not spend time lecturing, and I want you to do most of the talking. Thus, the quality of the class is dependent upon students actively engaging the material along with the instructor and other students. Therefore, students should read the required material *closely* before each class meeting, and come to class prepared to break down each reading in excruciating detail and contribute meaningfully to the discussion.

Weekly discussion questions

As part of the participation grade, each student will submit—by 11:59 PM the night before class, via the Webcourses discussion feature—three questions drawn from that week’s reading. Students should view these questions as a partial basis for their contribution to the in-class discussion that week. These could be real questions (e.g. “What did Powell mean when he said X?” “How does this theory account for case Y”?) or merely observations intended to spark discussion (e.g. “I think Fearon’s observation is exactly right” or “Gartzke is dead wrong here”). While you only need to submit three questions, the more of these points you have written down before class, the more interesting and productive our discussions will be. The questions you submit will be accessible to everyone before class, and the discussion co-leaders should also use them as a partial guide when structuring the discussion.

Discussion leader

Beginning in Week 4, two students will lead the seminar discussion along with me, although I will play a supporting role. The purpose of this exercise is 1) to force students to think critically about the material; 2) to ensure that as a class, we discuss what you find interesting and/or puzzling; and 3) to improve presentation and public-speaking ability, an essential skill-set regardless of the career path you choose.

The role of discussion leaders is not to simply present or summarize the material. It’s assumed that we will all have read the assigned readings, so simply summarizing them is boring and adds nothing to the class. Rather, your job as discussion leader is to facilitate in-class discussion by raising questions and thinking about the following:

- Working through the logic of the argument and research design, identifying flaws and areas for improvement
- Is the question important? Does it contribute to our knowledge of politics and/or development?
- What do the data look like? Does the measurement of key variables actually capture the concepts we’re interested in?
- Discuss the testable implications of the theory.
- Assess the quality of main empirical finding; Can we be confident in the results based on the research design employed? Do the results support the theory?
- Connections—if any—with research we’ve already covered in class and with other research in the field.
- What case(s) don’t fit the conclusions or theoretical assumptions, and why? How could you amend the theory to accommodate this data?
- What is the real-world importance of the research? Should those in the policy community be made aware of these findings? How could the conclusions be applied to contemporary conflicts or other political/security issues?

- Think about the readings as a whole: Why do they agree or disagree? What are the reasons for different findings and/or conclusions?
- What is the next step in this research agenda? Propose something: it doesn't have to be right, just plausible. If you could have any type of data, what question would you try to answer as an extension of this research?

A few things you should NOT do as discussion leader:

- Summarize the readings. Assume that we are all at least familiar with them, in which case too much summarizing is pointless. Ideally, summary should comprise at most 1/8 of your presentation, and should consist of little more than identifying the motivating question or argument, describing the research design, and highlighting the most important findings or conclusions.
- Place large chunks of text on slides, or copy and paste quotes from the article unless it serves a clear purpose. Tables and plots are the exception. Try to aim for < 50 words per slide. If you can say it with a picture, graph, or diagram, all the better.
- Read your presentation directly from the slides.

Discussion co-leaders will be assigned as Week 4 approaches. Each week, the discussion co-leaders should schedule a time to meet with me briefly before the class meeting to ensure that we are each on the same page.

Keep these guidelines in mind as well when reading for class, writing your peer reviews, response papers, and during in-class discussions. As always, I encourage you to see me, or otherwise let me know, if I can answer any questions about the readings or provide guidance on any of the points above. Visual aids (i.e., slides of some sort) are strongly encouraged for use during the discussions.

WRITTEN ASSIGNMENTS (6 @ 50 POINTS EACH = 300 POINTS)

Lave and March assignment

For Week 2, we will read an excerpt from the classic book by Lave and March, *An Introduction to Models in the Social Sciences*. This is an excellent guide for learning how to think like a researcher. For the assignment, I will give you two prompts in the form of facts. Select one, and following in the framework of Lave and March, you will then construct a “model” that accounts for this fact and all of its observable implications. Write up a 500-750 word explanation of your model and how you arrived at each stage. We will all give short presentations of our models in class during Week 4.

Short critique papers (4)

To help you think critically about the work we cover, you will prepare a number of short (750-1,000-word) thought papers conducting critical analyses of articles or chapters we read. These papers should help you to crystallize your thoughts on particular readings and will serve in part as a basis for your contribution to the seminar discussion that week. **You must turn in 4 of these over the 15 weeks of the semester.** You may choose any piece in a given week to write on, but you can do no more than one analysis per week. **These reviews are due at the beginning of class the week we discuss the applicable reading**, although I encourage you to turn in the reviews early when you can, as this will allow me to guide the discussion to cover points that may be of interest or that need to be emphasized. Students should be prepared to talk about their arguments in the seminar as appropriate.

These reviews should contain a commentary or critique of the week's readings. It should not summarize them, but rather engage the material meaningfully and critically analyze it from the perspective of theory, logic, design, method, evidence, conclusions, other research, and/or its overall contribution to political

science. This critique could take several forms. It could directly critique the arguments or methods in a stand-alone fashion, for instance by discussing why the measures or methods used do not serve to prove the author's point, how they misinterpret the evidence, or why their argument omits some important factor(s) that would call into question their conclusions.

Alternatively, your critique could compare or tie the work into other literature that we have discussed, and comment on how other literature/insights could improve the piece. You may provide some insight into other readings by showing how the central piece is connected to them, but be careful not to stray too far from a central focus on one piece. Finally, your paper could suggest questions or issues raised by the piece that must be analyzed further, for instance alternative hypotheses, alternative theoretical perspectives, or suggest comparisons to other readings that would prove valuable. This analysis should be written in the spirit of constructive criticism - you should identify a weakness or problem in the piece and then offer suggestions about how to improve it. To be successful, your paper will not just throw stones or raise complaints. The first paragraph of your response paper should make clear the central theme of your response/commentary, and you should continue to work that theme throughout the remainder of the paper.

Note that in general an academic review contains three sections: 1) a brief summary of the major theory, method(s), and evidence; 2) a critique of the work on its own terms (i.e., does it answer the question it asks, is the method used correctly, is the evidence convincing, what improvements could be made); 3) a critique of the book from a broader perspective (i.e., is the question important, is the method the right one to use, does it tie into other work, what contribution does the book make). In general, follow the discussion leader guidelines above. Because these are intended to be short reviews, I do not expect you to deal with each of these elements completely, but keep them in mind as another guide.

Manuscript peer review

Each student will submit a first draft of their final paper for review by me and one of your fellow students. The drafts will then be randomly assigned to another student in the class, who will read it and write an **anonymous**, 500-750 word review of the paper. The review should be comprehensive and should address all aspects of the paper, both substantive and stylistic. A good rule of thumb would be to use the "Discussion leader" bullet points above as a guideline. But a useful review accomplishes more than simply throwing stones; rather, if there is something to criticize, the reviewer should provide concrete steps that the author can take to fix the problem(s). I will provide examples of reviews that I have written and received in the past, and students should follow the general format.

The tentative due date for the first paper draft is **Monday, November 6**, with the peer reviews due **Thursday, November 23**. This should allow sufficient time for students to incorporate the reviewers' comments into their presentations and final drafts.

Final paper (250 (final paper) + 100 (rough draft) + 50 (presentation) = 400 points)

You will have two options for the final paper, which will be due in its final form on **Monday, December 4, by 5:00 PM**.

Option A: Research design

The first option is to prepare an original research design on some topic related to political development (the topic does not have to be drawn from the syllabus). The paper should lay out a clear plan for analyzing a key theoretical or empirical issue in the field. The research designs should include:

1. A review of the extant research related to your question. The literature review should justify your research question by noting problems or lacunae in the existing literature.
2. A clear and succinct statement of a theoretical argument on an important question that you extract from the literature or develop yourself.
3. A research design section detailing how you plan to make inferential claims, either detailing an identification strategy or outlining how your theory implies a set of observable relationships that are inconsistent with competing arguments.
4. A description of the data and characterization of the population of cases to which the theoretical argument/hypotheses apply, and the description of a sample (or way of sampling) from this population.
5. A preliminary assessment or “plausibility probe” based on brief examination of one or more cases from a sample, or a “quick” coding of variables for a simple descriptive analysis or reduced-form regressions.

Option B: Replication & extension

The second option for the final paper is to select a piece of existing political development/state-making research that you feel can or should be altered or improved, and then to obtain the materials necessary to replicate and extend that study. You should describe the initial study and the ease with which the results are reproduced. Then, identify any research design or methodological flaws in the research, and propose a new or improved design. The extension should move beyond simply adding an additional control variable, and the paper should include a thorough justification of why this extension represents an improvement.

For more information about the importance of reproduction and replication see:

- King, Gary. 2006. “Publication, Publication.” PS: Political Science and Politics 39: 119-125.
- King, Gary. 1995. “Replication, Replication.” PS: Political Science and Politics 28: 443-499.

The point of the final paper is to encourage you to think about and develop ideas you wish to pursue in your research after the seminar, and to begin developing your skills as researchers. You will be graded on the quality of the paper, as well as your effort to incorporate the comments you receive at each stage, from both the anonymous reviewer and during your in-class presentation. We will discuss the particulars of the final paper as the semester moves along. All students should at least briefly discuss their paper topics with me no later than **October 3**. ****If you are having trouble coming up with a research question or finding the right data, PLEASE see me. I'll be happy to help point you in the right direction****

Paper presentations (50 points)

The last week of class (**November 27**) will be entirely devoted to presentations in which each student will give a 10-minute introduction to his/her final project (with visual aids/slides). This will be followed by a brief, collegial Q & A session in which I and the rest of the class can ask questions and offer constructive criticism. The point of this exercise is to allow students one final opportunity to get feedback and suggestions on the project before submitting the final product to me. Since the presentations will take place a week before papers are due, it is expected that students will make an effort to incorporate whatever comments they receive into the final draft.

READINGS:

The following books are available at the book store or Amazon. Required readings in published journals are available on Google scholar or through the library website. I will try to post readings on the class website when possible; others can be found by following the embedded links.

- Diamond, Jared. 1999. *Guns, Germs, and Steel*. New York: W.W. Norton.
- Polyani, Karl. 1944. *The Great Transformation*. Boston: Beacon.

Course Schedule:

Week 1 (August 21): *Introduction*

Syllabus

Week 2 (August 28): *Research design: Asking questions and building models*

Sir Arthur Conan Doyle “Silver Blaze” (<http://www.eastoftheweb.com/short-stories/UBooks/SilvBlaz.shtml>)

Lave, Charles, and Jean March. 1975. *An Introduction to Models in the Social Sciences*. University Press of America (selection)

Clarke, Kevin A, and David Primo. 2012. *A Model Discipline: Political Science and the Logic of Representations*. Oxford University Press (Ch. 1 & 2)

Week 3 (September 4): *No class - Labor Day*

Week 4 (September 11): *Geography & initial conditions*

Diamond, Jared. 1999. *Guns, Germs, and Steel*. New York: W.W. Norton. pages 1-191 and 354-401.

Engerman, S. and K. Sokoloff. 2000. “History lessons: Institutions, factor endowments, and differential paths of development in the New World.” *The Journal of Economic Perspectives* 14(3): 217-232.

Week 5 (September 18): *What are “states” and why do we have them?*

Carneiro, Robert L. 1970. “A Theory of the origin of the state.” *Science* 169(3947):733-738.

Olson, Mancur. 1993. “Dictatorship, democracy, and development” *American Political Science Review*, 87(3)

Linz, Juan J. 1993. “State building and nation building” *European Review*, 1(4)

Clapham, Christopher. 1998. “Degrees of statehood,” *Review of International Studies*, 24(2): 143-157.

Spruyt, Hendrik. 2002. “The origins, development, and possible decline of the modern state.” *Annual Review of Political Science* 5(1): 127-149

Vu, Tuong. 2010. “Studying the state through state formation.” *World Politics* 62(1): 148-175.

Week 6 (September 25): *War & state-building*

Webster, David. 1975. "Warfare and the evolution of the state: A reconsideration." *American Antiquity* 40(4): 464-470

Bean, Richard. 1973. "War and the birth of the nation state" *Journal of Economic History*, 33(1): 203-21

Tilly, Charles. 1985. "War making and state making as organized crime," in *Bringing the State Back In*, eds P.B. Evans, D. Rueschemeyer, & Theda Skocpol. Cambridge: Cambridge University Press, 1985.

Carter, Jeff, and Douglas Lemke. 2016. "Birth legacies, state making, and war" *Journal of Politics*, 78(2)

Desch, Michael. 1996 "War and strong states, peace and weak states?" *International Organization*

Thies, Cameron. 2005 "War, rivalry, and state building in Latin America" *American Journal of Political Science* 49(3)

Week 7 (October 2): *State-building without war*

Herbst, Jeffrey. 1990 "War and the state in Africa" *International Security*, 14(4)

Moss, Todd, Gunilla Pettersson, and Nicolas Van de Walle. 2006. "An aid-institutions paradox? A review essay on aid dependency and state building in sub-Saharan Africa." Center for Global Development working paper 74.

Sørensen, Georg. 2001. "War and state-making: Why doesn't it work in the Third World?" *Security Dialog* 32(3): 341-354.

Introduction and Chapter 6 of Driscoll, Jesse. 2015. "Warlords and Coalition Politics in Post-Soviet States." Cambridge University Press.

Blaydes, Lisa. 2017 "Statebuilding in the Middle East" *Annual Review of Political Science*

Fearon, James, and David Laitin. 2004. "Neotrusteeship and the problem of weak states." *International Security*, 28(4)

Week 8 (October 9): *Path dependence & historical legacies, part I*

Pierson, Paul. 2000. "Increasing returns, path dependence, and the study of politics" *American Political Science Review*, 94(2)

Nunn, Nathan. 2009. "The importance of history for economic development" *Annual Review of Economics*

Pepinsky, Thomas. 2016. "Real, boring persistence" <https://tompepinsky.com/2016/05/05/real-boring-persistence/> (short)

Nunn, Nathan, and Leonard Wantchekon. 2011. "The slave trade and the origins of mistrust in Africa" *American Economic Review*, 101: 3221-3252

Acharya, Avidit, Matthew Blackwell, and Maya Sen. 2016. "The political legacy of American slavery" *Journal of Politics*, 78(3)

Besley, Timothy, and Marta Reynol-Querol. 2014. "The legacy of historical conflict: Evidence from Africa" *American Political Science Review*, 108(2)

Fouka, Vasiliki, and Hans-Joachim Voth. 2016. "Reprisals remembered: German-Greek conflict and car sales during the Euro crisis" Working paper

Week 9 (October 16): *Path dependence & historical legacies, part II*

Mamdani, Mahmood. 1996. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton: Princeton University Press. Chapters 1 & 3

Banerjee, Abhijit, and Lakshmi Iyer. 2005. "History, institutions, and economic performance: The legacy of colonial land tenure systems in India." *American Economic Review* 95(4): 1190-1213.

Mattingly, David C. 2017. "Colonial legacies and state institutions in China: Evidence from a natural experiment" *Comparative Political Studies*, 50(4)

Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The colonial origins of comparative development: An empirical investigation." *American Economic Review* 91(5): 1369-1401.

Lange, Matthew, James Mahoney, and Matthias vom Hau. 2006. "Colonialism and development: A comparative analysis of Spanish and British colonies." *American Journal of Sociology* 111(5): 1412-62

Dell, Melissa. 2010. "The persistent effects of Peru's mining *mita*" *Econometrica*, 78(6)

Week 10 (October 23): *Dictatorships & democracies*

Przeworski, Adam, and Fernando Limongi. 1997. "Modernization: Theory and facts" *World Politics* 49 (2): 155-183.

Boix, Carles, and Susan Stokes. 2003. "Endogenous democratization" *World Politics* 55: 517-549

Svolik, Milan. 2009. "Power sharing and leadership dynamics in authoritarian regimes" *American Journal of Political Science*, 53(2)

Boix, Carles and Milan Svolik. 2013. "The foundations of limited authoritarian government: Institutions, commitment, and power-sharing in dictatorships," *Journal of Politics*, 75(2)

Gandhi, Jennifer, and Adam Przeworski. 2007. "Authoritarian institutions and the survival of autocrats." *Comparative Political Studies*, 40(11): 1279-1301.

Kuran, Timur. 1991 "Now out of never: The element of surprise in the East European Revolution of 1989" *World Politics* 44(1)

Week 11 (October 30): *How do political institutions develop and evolve?*

Myerson, Roger B. 2008. "The Autocrat's Credibility Problem and Foundations of the Constitutional State." *American Political Science Review*. 102(1): 125-139.

North, Douglas, Barry Weingast. 1989. "Constitutions and commitment: The evolution of institutions governing public choice in seventeenth century England," *Journal of Economic History* 49(4): 803-32

Besley, Tim and Torsten Persson. 2009. "The origins of state capacity: Property rights, taxation and politics" *American Economic Review*, 99(4), 1218-44

Engelbert, Pierre. 2000. "Pre-colonial institutions, post-colonial states, and economic development in tropical Africa" *Political Research Quarterly*, 53(1)

Berwick, Elissa, and Fotini Christia. 2018. "Building state capacity" *Annual Review of Political Science*

Dell, Melissa, and Benjamin Olken. 2017. "The development effects of the extractive colonial economy: The Dutch cultivation system in Java" Working paper

Week 12 (November 6): *Natural resource politics*

Ross, Michael. 2015. "What have we learned about the resource curse?" *Annual Review of Political Science*, 18: 239-259

Haber, Stephen, and Victor Menaldo. 2011 "Do natural resources fuel authoritarianism? A reappraisal of the resource curse" *American Political Science Review*, 105(1)

Ross, Michael & Jørgen Andersen. 2014. "The big oil change: A closer look at the Haber-Menaldo analysis" *Comparative Political Studies*, 47(7)

Dunning, Thad. 2008. *Crude Democracy: Natural Resource Wealth and Political Regimes*. Cambridge University Press (selection)

Menaldo, Victor. 2016. *The Institutions Curse: Natural Resources, Politics, and Development*. Cambridge University Press (selection)

Week 13 (November 13): *The Industrial Revolution, globalization, and the role of markets*

Polyani, Karl. 1944. *The Great Transformation*. Boston: Beacon.

Week 14 (November 20): *Ethnicity*

Lake, David. 2016 "Why does ethnicity increase in salience as political order decays?" *Ethnopolitics*

Petersen, Roger D. 2002. *Understanding Ethnic Violence: Fear, Hatred, and Resentment in Twentieth-Century Eastern Europe*. Cambridge Studies in Comparative Politics (selection)

Habyarimana, James, Macartan Humphreys, Daniel Posner and Jeremy Weinstein. 2007 "Why does ethnic diversity undermine public goods provision?" *American Political Science Review*, 101(4): 709-725

Posner, Daniel. 2004. "The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi" *American Political Science Review*, 98(4)

Harkness, Kristen. 2016. "The ethnic army and the state: Explaining coup traps and the difficulties of democratization in Africa." *Journal of Conflict Resolution*.

Lyall, Jason, Graeme Blair, and Kosuke Imai. 2013 "Explaining support for combatants during wartime: A survey experiment in Afghanistan" *American Political Science Review* 107(4)

Week 15 (November 27): *Student presentations*

University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you are writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

University Policies

Academic Conduct Policy Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructors discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

Note to students with disabilities:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, Phone: (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.