

Course Syllabus

Course Information

PSCI/POEC 6335: Institutions and Development

Fall 2006

Mondays 4:00-6:45; GR 3.604

Professor Contact Information

Carole J. Wilson

GR 3.230

cjwilson@utdallas.edu

972.883.4957

Office Hours: Mondays 2:00-4:00

Course Pre-requisites, Co-requisites, and/or Other Restrictions

This is a graduate course. Students should be enrolled in a graduate program or have appropriate permissions.

Course Description

This course examines the major theories of political and economic development by focusing on the effects of institutions and institutional change at the national and international levels.

Student Learning Objectives/Outcomes

- (1) To learn the major theories of democratization and its relationship to economic development,
- (2) To investigate ways of empirically distinguishing these theories
- (3) To study the manner in which national institutions and international institutions interact effect levels of political development.

In order to measure students' comprehension levels, a variety of instruments are used. Students' understanding of the major theories is communicated through weekly papers that are critical reviews of the works read for the class. Further, students develop discussion questions for the class that compare and contrast the theoretical models and their implications. Approximately half of the course discussion focuses on the research design and measurement that enable students to empirically distinguish these theories using case studies and quantitative analyses. Students write a major research paper for the class that applies the theories learned in the course to the effect of national or international institutions on particular case of political or economic development. Part of these research papers includes presentations throughout the semester to provide faculty and peer feedback on the development of the project design.

Required Textbooks and Materials

Required readings are listed below. All materials are available online or will be placed on Reserve.

Assignments & Academic Calendar

August 21: Introductions & Goals of Development

August 28: Democracy and Development

- Sen, Amartya. 1999. "Democracy as a Universal Value." *Journal of Democracy*. 10(3): 3-17 .
- Lipset, Seymour Martin. 1959. "Some Social Prerequisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review*. 53(1): 69-105.
- Almond, Gabriel. 1991. "Capitalism and Democracy." *PS: Political Science and Politics*. 24(3): 467-474.
- Dos Santos, Theotonio. 1970. "The Structure of Dependence." *American Economic Review*. 60(2): 231-236.
- Caporaso, James 1980. "Dependency Theory: Continuities and Discontinuities in Developmental Studies." *International Organization* 34(3)
- Przeworski, Adam, and Fernando Limongi. 1997. "Modernization: Theories and Facts." *World Politics*. 49(2): 155-183.

September 04: Labor Day—No Class

September 11: Institutions

- North, Douglass C. 1989. "Institutions and Economic Growth: An Historical Introduction." *World Development*. 17(9): 1319-1332.
- Bardhan, Pranab. 1989. "The New Institutional Economics and Development Theory: A Brief Critical Assessment." *World Development*. 17(9): 1389-1395.
- Thelen, Kathleen. 1999. "Historical Institutionalism in Comparative Politics." *Annual Review of Political Science*. 2: 369-404

- March and Olsen. 1984. "The New Institutionalism: Organizational Factors in Political Life." *American Political Science Review*. 78(3):734-739.
- Hall, Peter, and Rosemary Taylor. 1996. "Political Science and the Three New Institutionalisms." *Political Studies*. Pp. 936-957.

September 18: Constitutions

- Gavison, Ruth. 2002. "What Belongs in a Constitution?" *Constitutional Political Economy*. 13(1): 89-105.
- Ordeshook, Peter C. 1995. "Institutions and Incentives." *Journal of Democracy*. 6(2): 46-60
- Cameron, Charles, Nolan McCarty. 2004. "Models Of Vetoes And Veto Bargaining." *Annual Review of Political Science*. 7(1):409-435
- Robertson. D. 2005. "Madison's Opponents and Constitutional Design." *American Political Science Review*. 99(2): 225-244.
- Ordeshook. 2002. "Are 'Western' Constitutions Relevant to Anything Other than the Countries they Serve?" *Constitutional Political Economy*. 13(1):3-24.

September 25: Presidential and Parliamentary Systems

- Cheibub, Jose Antonio, and Fernando Limongi. 2002. "Democratic Institutions And Regime Survival: Parliamentary and Presidential Democracies Reconsidered." *Annual Review of Political Science*.
- Linz, Juan, and Arturo Valenzuela. 1994. *The Failure of Presidential Democracy: The Case of Latin America*. **Selections on Reserve**
- Mainwaring, Scott, and Matthew Soberg Shugart. 1997. *Presidentialism and Democracy in Latin America*. **Selections on Reserve**
- Londregan, John B. and Keith T. Poole. 1990. "Poverty, The Coup Trap, and the Seizure of Executive Power." *World Politics*. 42(2): 151-183.

October 02: Electoral Systems

- Powell Jr., G. Bingham. 2004. "Political Representation In Comparative Politics." *Annual Review of Political Science*. 7(1): 273-296.

- Miller, Warren E and Donald Stokes. 1963. "Constituency Influence in Congress." *The American Political Science Review*. 57(1): 45-56.
- Riker, William H. 1982. "The Two-party System and Duverger's Law: An Essay on the History of Political Science." *American Political Science Review*. 76(December):753-766.
- Golder, Matt. 2005. "Democratic electoral systems around the world, 1946–2000." *Electoral Studies*. 24(1): 103-121.
- Hooghe, Marc, Bart Maddens, and Jo Noppe. 2006. "Why parties adapt: Electoral reform, party finance and party strategy in Belgium." *Electoral Studies*. 25(2): 351-368.
- Birch, Sarah. 2005. "Single-member district electoral systems and democratic transition." *Electoral Studies*. 24(2): 281-301.

October 09: Electoral Systems & Parties

- Watts, Ronald L. 1998. "Federalism, Federal Political Systems, And Federations." *Annual Review of Political Science*. 1(1):117.
- Wibbels, Erik. 2005. "Decentralized Government, Constitution Formation, and Redistribution." *Constitutional Political Economy*. 16(2): 161-188.
- Adrich, John. *Why Parties? Selections on Reserve*
- Dix, Robert H. 1992. "Democratization and the Institutionalization of Latin American Political Parties." *Comparative Political Studies*. 24(4): 488.
- Zielinski, Jakub. 2002. "Translating Social Cleavages into Party Systems: The Significance of New Democracies." *World Politics*. 54(2): 184-211.
- Mainwaring, Scott. 1991. "Politicians, Parties, and Electoral Systems: Brazil in Comparative Perspective." *Comparative Politics*. 24(1): 21-43.

October 16: Consociationalism

- Andeweg, Rudy B. 2000. "Consociational Democracy." *Annual Review of Political Science*. 3(1): 509
- Lijphart, A., 1991. "Constitutional choices for new democracies." *Journal of Democracy* 2:72–84.

- Arend Lijphart, “The Puzzle of Indian Democracy: A Consociational Interpretation,” *American Political Science Review* 90:2 (June 1996): 258-68.
- Madrid, Raül. 2005. “Indigenous voters and party system fragmentation in Latin America.” *Electoral Studies*. 24(4): 689-707.
- Taylor, Andrew. 2005. “Electoral systems and the promotion of ‘consociationalism’ in a multi-ethnic society. The Kosovo Assembly elections of November 2001.” 24(3): 435-463

October 23: Corporatism

- Crepaz, Markus. 1992. “Corporatism in Decline?” *Comparative Political Studies*, vol. 25, no. 2 (July 1992), pp. 139-168.
- Lijphart, Arend and Markus Crepaz. 1991. “Corporatism and Consensus Democracy in Eighteen Countries: Conceptual and Empirical Linkages.” *British Journal of Political Science*, vol. 21, pp. 235-246.
- Molina, Oscar, and Martin Rhodes. 2002. “Corporatism: The Past, Present, and Future of a Concept.” *Annual Review of Political Science*. 5(1): 305
- Wallerstein, Michael, and Bruce Western. 2000. “Unions In Decline? What Has Changed and Why.” *Annual Review of Political Science*. 3(1):355.

October 30: Patronage/Clientelism/Corruption

- Eigen, Peter. 1996. “Field Reports: Combatting Corruption Around the World.” *Journal of Democracy*. 7(1):158-168
- Stokes, Susan. 2005. “Perverse Accountability: A Formal Model of Machine Politics with Evidence from Argentina.” *American Political Science Review*. 99(3). http://pantheon.yale.edu/~scs57/Machine_Politics_APSR.pdf
- Manzetti, Luigi, and Carole J. Wilson. 2007. “Why do Corrupt Governments Maintain Support.” *Comparative Political Studies*. **I’ll give you a copy.**
- Seligson, Mitchell. (2002). “The impact of corruption on regime legitimacy: A comparative study of four Latin American countries.” *Journal of Politics*, 64 (May), 408-33.
- Theobald, Robin. (1982). Patrimonialism. *World Politics*, 34(July), 549-558.

- Mauro, Paolo. 1997. "Why Worry About Corruption?" Washington: International Monetary Fund.
<http://www.imf.org/EXTERNAL/PUBS/FT/ISSUES6/>

November 06: Economic Development

- Stokes, Susan C. 1991. "Politics and Latin America's Urban Poor: Reflections from a Lima Shantytown." *Latin American Research Review*. 26(2): 75-101
- Stokes, Susan C. 1997. "Democratic Accountability and Policy Change: Economic Policy in Fujimori's Peru." *Comparative Politics*. 29(2): 209-226
- Stokes, Susan C. 1996. "Public Opinion and Market Reforms: The Limits of Economic Voting." *Comparative Political Studies*. 29(5): 499 - 519.
- Ross, Michael. 2005. "Is Democracy Good for the Poor?" Working Paper #37, Center on Democracy, Development, and The Rule of Law, Stanford Institute on International Studies.
http://cddrl.stanford.edu/publications/is_democracy_good_for_the_poor/
- Arat, Z. 1988. Democracy and Economic Development: Modernization Theory Revisited. *Comparative Politics*. Vol. 21. pp. 21-36.

November 13: Globalization

- Ravallion, Martin. 2006. "Looking beyond Averages in the Trade and Poverty Debate." *World Development*. 34(8): 1374-1392.
- Basu, Kaushik. 2006. "Globalization, Poverty, and Inequality: What is the Relationship? What Can Be Done?" *World Development*. 34(8): 1361-13.
- Grynberg, Roman, and Sacha Silva. 2006. "Harmonization without Representation: Small States, the Basel Committee, and the WTO." *World Development*. 34(8): 1223-1236.
- Pollack, Mark A. 2005. "Theorizing The European Union: International Organization, Domestic Polity, or Experiment in New Governance?" *Annual Review of Political Science*. 8(1):357-398.

November 20: Culture

- Helmke, Gretchen, and Steven Levitsky. 2004 "Informal Institutions and Comparative Politics: A Research Agenda." *Perspectives on Politics* 2:4 (December):725-740

- Norris, Pipa and Ronald Inglehart. 2001. "Cultural Obstacles to Equal Representation", *Journal of Democracy* 12 (3): 126-140.
- Muller, Edward N. and Mitchell A. Seligson, 1994. "Civic Culture and Democracy: The Question of Causal Relationships." *American Political Science Review* 88(3): 635-652.
- Galston, William A. 2000. "Civil Society and the 'Art' of Association." *Journal of Democracy* 11(1): 64-70.
- Skocpol, Theda. 1997. "The Tocqueville Problem," *Social Science History*, 21(4):455-479

November 27: Presentations

December 1: Final Paper Due

Grading Policy

Participation: This course requires student participation through class discussion. Students are expected to have read the appropriate materials before class. Students must attend all classes or complete make-up work on time to receive a passing grade in the course.

Short Papers: Students will write four essays (3-5 pages) that compare and contrast an important concept in at least two of the reading due for that week. These are not summaries. They are due at 10am on the day of class. (30%)

Discussion Questions: Each student will provide discussion questions for four classes. The group of students writing questions will meet before class to organize a strategy for directing discussion in class. Discussion leaders are to provide a copy of discussion questions for each student in class. Each question should reference concepts or themes across multiple articles. (30%)

Final Paper: Students will write a research paper that is about 15-25 pages. There are several points during the course when we will discuss paper topics and research design. This is due on December 1st. Note that if you are a POEC student with Development as a field and you wish to put this research in your portfolio, you must incorporate a "significant" review of the literature. Students will receive a handout with paper requirements, grading structure and instructions for turning in the paper. (30%)

Paper Presentation: Students will present a preliminary version of their paper to the class. Instruction for presentation will be provide in a separate handout. (10%)

Failure to complete any of the assignments above will result in a failing course grade.

Course & Instructor Policies

Attendance: *Students must attend and participate in each class. If absence is unavoidable, you will prepare short paper on the assigned readings for the class that was missed. This make-up paper is due by Wednesday at 10am (following the missed class). If you are preparing discussion questions, you must give your discussion questions to the group before class and prepare the make-up paper. If you preparing a short paper as an assignment, you must turn that paper in on time and prepare a short paper for the next class.*

WebCT: *Students should consult WebCT for announcements and updates to the syllabus. You should also use it to communicate with the professor and other students. Note that mail in WebCT will not be forwarded to your regular email account unless you set it up to do so.*

Field Trip Policies

Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.