This graduate seminar for Ph.D. students examines the interaction between politics and the economy. This seminar will focus on how politics—in particular, political institutions—shapes economic outcomes and how the economy affects politics. We will examine both developed and developing countries and ask how development is affected by politics. The relative importance of domestic politics and international economic forces is also a theme.

The course builds on 200C States and Markets. Readings are chosen not only to represent important debates in CPE but also to showcase works on different regions and countries using diverse methodologies (quantitative, qualitative, historical, formal, and experimental). The trade-off for the breath and diversity of this course is that few articles can be assigned on any given topic. My goal, however, is to introduce you to the seminal and current ideas in CPE and to help you identify research questions that you can pursue in your own work. Students will be encouraged to pay close attention to how these studies speak to each other and discuss how we can advance the literature.

In addition to the readings and class participation, two major requirements for the course are presentations (see the end of this syllabus for details) and papers.

**Requirements**

**A. Two “Referee Reports”** (All the participants in the class)

A two-page, single-spaced “referee report” reviewing an article either (i) chosen from this syllabus, (ii) chosen by you (please consult with me beforehand), or, (iii) I was/am assigned to review (please request). Please turn in this referee report at the beginning of the class from which your article is assigned. I will go over how to write a referee report using actual examples during the first class.
B. Presentation

Each class participant is required to do one presentation during the course—a “data report” (explained in detail below) or presentation on your own work. Your own work can be one of the following three:

(i) Research paper or research paper idea
(ii) Seminar paper or seminar paper idea
(iii) Dissertation prospectus, chapter or idea

If you choose to do the data report, you will need to distribute a hand-out in class. For the research presentation, please send something written (minimum five pages) to the class e-mail list by Friday 5pm.

C. Papers  Please choose one of the following three tracks.

Track I. Two 5-7 page double-spaced, typed papers critically examining the readings due during the course. Please complete the two “referee reports” before you start working on the 5-7 page essay. You may submit your essay anytime after the completion of referee reports and the final deadline for these 5-7 page essays is June 11 (Wednesday) at noon. Examples of how these critical literature reviews should be done are Ben-Ross Schneider’s review on political coalitions and economic policy and Michael Ross’s review on resource curse both published in World Politics (both will be available at the course website).

Track II. One 15-page research proposal that proposes a research project that would resolve some of the limitations of the literature we have discussed. The proposal should identify a specific question or puzzle (“dependent variable”), discuss how you would try to answer that question (preliminary argument, hypotheses, and research design), lay out the necessary steps of the project, and suggest how this project would advance the literature. Track II students should present their draft proposals for the requirement B. Seminar participants will provide feedback, which should be incorporated into the written proposal.

Track III. You can use your dissertation chapter or seminar/conference paper you are currently writing to fulfill the 15 page proposal requirement (no need to shorten the paper to 15-pages). If you decide to choose this track, you need to (i) present this
chapter or paper in the class and get comments, (ii) submit the revised version incorporating these comments. You are also required to do an additional (third) “referee report” reviewing another student’s dissertation chapter or paper presented in the class.

Grade

Class participation will count for 20% of your grade; referee reports will count 10% each, your presentation or data report will count 10%, and 5-7 page essay papers will count for 50% and 15-page proposal will count for 60% of your final grade. Students are required to attend class and have done the readings in advance.

March 31  Week 1: Debates in Comparative Political Economy


Also Recommended:

**Workshop I:** How to write a referee report (i.e., evaluate the contribution of your work and others)

April 7  Week 2: Economic Growth (NOTE: need to reschedule)


“From settler mortality to patrimonialism: weaving the dynamics of political competition into the political economy of development,” *Political Economists* (APSA Newsletter for Political Economy section), Volume XII, Issue 3.

**Micro and Historical Views: Read one of the two.**


**Data Report:**
1. What data measure economic growth?
2. What data measure the security of property rights?

**Presentation:**

**April 14 Week 3: Political Economy of Regime Type**


Bueno de Mesquita, Bruce, Alistair Smith, Randall Siverson, and James Morrow. The Logic of Political Survival. Chapters 1-3.

**Workshop II. How to get funding to do fieldwork.**

**Data Report:**
1. What data measure the nature of constitutional arrangements (e.g., the level of separation of powers, federalism, judicial independence, etc.)?
2. What data measure different aspects of democracy and autocracy (e.g., representation, checks and balances, and civil liberty)?

**Presentation:**

**April 21 Week 4 Inequality and Redistribution**

Boix, Carles. 2003. Democracy and Redistribution. Chapters TBA.


**Workshop III. How to conduct elite interviews.**

**Data Report**
1. What data measure inequality?
2. What data measure government expenditures, in the aggregate and by category?

**Presentation**

**April 28  Week 5: Welfare States and the Provision of Public Goods**


**Data Report:**
1. What data measure the expansion or retrenchment of welfare states?
2. What data measure the provision of public goods?

**Presentation:**

**May 5  Week 6: Corruption**


Nexus between enterprises and the state” *Economics of Transition*, 8(3): 545-576.

David Kang, *Crony Capitalism*. Cambridge University Press. Chapters TBA.


**Data Report:**
1. What data measure corruption?

**Presentation:**

**May 12 Week 7: Variety of Capitalism and Political and Economic Outcomes**


**Data report:**
1. What data measure labor organization, including the degree of “corporatism” across
countries?
2. What data measure labor union activity, particularly strikes?

May 19 Week 8: Elections, Parties, and Economics


Data Report:
1. What data measure left vs. right orientation of political parties?
2. What data measure left vs. right orientation of individual legislators?

Presentation:

June 2 Week 9: Globalization and Domestic Politics


**Data Report:**

1. What data measure economic openness?

**Presentation:**
Data Report

You will report on data that are used to conduct question that the student chooses. The student will briefly describe the report in class (5-10 minutes each). Data can be cross-national, cross-national within a particular region, or, a country-specific. For a country-specific data report, you will need to address contextual/country-specific issues that are reflected in the data collection effort (e.g., in Japan, there is no record of roll-call votes, hence, we need to collect data on politicians’ preference for economic policy using their Diet testimony. In Russia, published data on labor strikes is known to be biased and politicized, and hence Graeme Robertson used internal police reports to calculate the data etc).

The best synopses will:

- Describe the conceptual variable(s) that are being measured by the data that is the topic of the report;
- Describe what data exist on the topic;
- Give (brief) examples of how the data have been used;
- Discuss (briefly) any significant controversies that exist regarding measurement; and
- Provide links to relevant codebooks or data sets.

The synopses should be brief (1-2 pages), with useful links to data, codebooks, or especially relevant bibliographic resources. Students should prepare the hard-copy handouts for the class and all reports should be posted to the course website before the class. Students can choose which question to answer with only one person working on each topic. Also, the questions are “suggested”— if a student would like to pose and answer a different data question, including data questions about archives or other important resources for qualitative research, they can do so with my approval.