This seminar is intended to provide a grounding in the literature on political economy and political development. Several major approaches to the study of development will be covered, including modernization theory, dependency theory, the new institutional economics, and the role of cultural factors. Major themes include the causes and consequences of economic growth, the nature of the relationship between development and democracy, and the role of the state in the process of development.

**Required Texts**

The following books are available for purchase at the Syracuse University Bookstore:

- Peter J. Evans, *Embedded Autonomy: States and Industrial Transformation.*
- Samuel P. Huntington, *Political Order in Changing Societies.*
- Terry Lynn Karl, *The Paradox of Plenty: Oil Booms and Petro-States.*
- Douglass C. North, *Structure and Change in Economic History.*

All other required readings will be placed on electronic reserves available through the Blackboard site for this course. Readings marked “additional” are listed as a guide to further reading for those interested.
Assignments and Grading

The most valuable part of this course is a lively discussion of the readings each week, and this is how we will spend nearly all of our class time. To get discussion started, every student will be asked to offer a brief comment or question about that week’s readings. I will ask questions and moderate the discussion, and I may designate students to serve as defenders of a particular reading if the discussion becomes lopsided. Class participation will be 25% of the grade for the seminar.

The remaining 75% of the grade will come from three papers, 6–7 pages in length. The purpose of these papers will be to assess critically one or more of the readings for the week, and they are due at the beginning of the class in which these readings will be discussed. You have the flexibility of choosing which weeks you would like to submit a paper, and I encourage you to get started in the early weeks of the semester. I am not looking for a summary of the readings. Instead, I want you to make an argument that shows your own thinking on the issues raised therein. For example, if the readings reflect a debate in the literature, you could evaluate the different positions and explain which is the stronger one. Alternatively, you might focus on a particular reading and provide a thorough critique of its assumptions, methodology, etc. Or, you might step back and examine the broader issues raised in the literature and evaluate how well the scholarship addresses these issues. The purpose is to hone your critical thinking and writing skills.

I will consider, on a case-by-case basis, proposals to write a single 20–25 page term paper in lieu of the three shorter papers. Ideally, such papers would draw upon the course material and serve as the basis for a conference paper or dissertation-related work.

Academic Integrity

The Syracuse University Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions can result from academic dishonesty of any sort.

Academic Accommodations for Students with Disabilities

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), http://disabilityservices.syr.edu, located at 804 University Avenue, room 309, or call 315-443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities “Accommodation Authorization Letters,” as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. You are also welcome to contact me privately to discuss your academic needs, although I cannot arrange for disability-related accommodations.
January 12: The Lay of the Land


Additional Readings


January 26: Modernization Theories Old and New


Additional Readings


February 2: “Statist” Rejoinder to Modernization Theory


February 9: Dependency Theory

Additional Readings


February 16: Culture and Development


Additional Readings


**February 23: Geography and History**


**Additional Readings**


March 2: The New Institutional Economics


Additional Readings


March 16: State-Led Development


Additional Readings


March 23: Regime Types, Growth, and Development


Additional Readings


March 30: Institutional Characteristics, Growth, and Development


Additional Readings


April 6: Redistribution, Clientelism, and Corruption


Additional Readings


April 13: Ethnic Diversity and Development


Additional Readings


• Hanson, Jonathan K. 2010. “Stitching a Patchwork Quilt: Democracy, Social Heterogeneity, and Development Outcomes.” Article manuscript.


April 20: The Resource Curse


Additional Readings


April 27: Inequality and Development


**Additional Readings**


• Hanson, Jonathan K. 2013. “Loyalty and Acquiescence: Authoritarian Regimes and Inequality Outcomes.” Article manuscript.