

POLI 228: HISTORICAL POLITICAL ECONOMY

University of California, San Diego | Spring 2023

Professor Agustina Paglayan

apaglayan@ucsd.edu | www.agustinapaglayan.com

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Lectures

Day & Time: Th 12:00-2:50pm. Students are expected to attend class synchronously.

Location: <https://ucsd.zoom.us/j/95354095868> (sign in to Zoom using your UCSD email)

Office Hours

Day & Time: Th 3:00-5:00pm. Sign-up required here: <https://calendly.com/apaglayan/oh>

Location: <https://ucsd.zoom.us/j/2995458202>

1 Learning Goals

The three main goals for this course are to: (a) familiarize you with the field of historical political economy including some seminal studies and, especially, the frontiers of research; (b) teach you to evaluate the quality and significance of research; and (c) help you make progress on your own research.

2 Course Description

Historical political economy (HPE) is a thriving field that employs quantitative historical datasets, econometrics, and qualitative case knowledge to study a wide range of political economy questions. In this course, students will gain exposure to the frontiers of research in HPE with a focus on seven broad questions: Why are some countries wealthier and more equal than others? What factors lead to the formation of strong states? What factors contribute to democratization? What explains the rise of modern education systems? Where do cultural differences and differences in political values and attitudes stem from? What is the role of religion in shaping economic and political outcomes? What are the long-term consequences of racial discrimination? We will examine research that seeks to determine whether differences in economic and political development today have historical roots; and, more important, we will study different mechanisms and channels through which the past can affect the present. Particular attention will be paid to the role of institutions, conflict, geography, and culture in explaining historical persistence.

The material covered in this class is grounded in multiple disciplines including political science, economics, and history. There are at least four reasons why political scientists and economists are increasingly turning their attention to history to answer these and other political economy questions. First, some of the big patterns we see in the world today—e.g., which countries are wealthier, more equal, or more democratic—have deep historical roots; they were at least partly determined by historical events and dynamics that have unfolded over long periods of time. Therefore, knowledge of history can go a long way toward building theories that explain these present-day patterns. Second, historical research is attractive because it often enables access to detailed micro-data that might be difficult to obtain if we were studying the present period. Third, history is full of natural experiments that enable us to conduct well-identified studies of the effects of X on Y. Fourth, knowledge of history can help us discard alternative (and logically plausible) hypotheses and mechanisms.

In addition to gaining exposure to the frontiers of historical political economy research, a main goal of this course is to involve students in research, from identifying and posing interesting research questions in historical political economy (broadly conceived), to analyzing historical data to answer those questions, to presenting their arguments and findings.

3 Assignments and Grading

Class participation (40%). You are expected to read carefully the papers marked with (*) before each class and participate actively in the discussion of these papers. To prepare for class discussion, by 11:30am before each class you are expected to submit a table that has one row per required reading and the following columns:

1. **DV.** What is the main dependent variable (Y)?
2. **IV.** What is the main independent variable (X)?
3. **Argument.** What is the main argument about how X and Y are related? (e.g., increases in X lead to increases in Y; increases in X lead to increases in Y when Z is true, etc.)
4. **Mechanisms.** What are the posited mechanisms by which X affects Y?
5. **Data.** What data does the paper use to test the argument? (include the geographic coverage, time period, unit of analysis, data source, and main variables used to measure the X and Y concepts of interest)
6. **Methods.** What method(s) does the study use to test the argument? What assumptions must be true for that method to be valid?
7. **Contribution.** What do you think is the main contribution of the paper? (e.g., novel theory? refining an existing theory? original data? credible identification strategy? detecting new patterns?)
8. **Suggestions.** What is a weakness of the paper and, relatedly, a suggestion for improvement?
9. **Extensions.** What could be an extension of this paper or a new research question that emerges from it?

Every week during class I will randomly call on students to share your responses to these questions so we can get the conversation started. The hope is that this will serve as a starting point for an active discussion, contribute to create a seminar-like environment where you feel comfortable both talking in front of an audience and asking questions, and help you engage thoughtfully with the readings. I do not expect you to understand the papers entirely on your own (that is what class is for!) but I do expect you to do the required readings carefully.

Please note that, because this is a PhD seminar with lots of discussion, all students are expected to participate synchronously. Asynchronous participation is not an option in this course.

Referee report (10%). Write a referee report for the working paper listed below. The first paragraph of the report should summarize the paper in your own words. The remainder of the report should place the paper's contribution within the relevant literature, identify aspects of the paper that require further elaboration or clarification, and point out its strengths and weaknesses. The report cannot exceed 1,000 words. Include a word count. Submit your report via Canvas as a PDF no later than 5pm on Wednesday of week 5. Your report should only include your student ID number on it (do not include your name or any other identifying information). Late submissions, submissions that exceed the word limit, or submissions that do not comply with the instructions will be deducted points.

- Fresh, Adriane. 2021. "Population and Political Change in Industrial Britain." Working Paper. [\[link\]](#)

Final assignment (50%). The final assignment for this class is an opportunity to work on a publishable paper. The paper can be purely *descriptive* or it can address a *causal* question; either way, it must be an **empirical** paper that uses **historical quantitative** data. The submission can take the form of a short paper (around 5,000 words including references and excluding the appendix, akin to the "letters" published by the APSR) or a regular article (8,500 to 10,000 words). In general, a short paper's contribution is empirical, while regular articles make both empirical and theoretical contributions. In either case, you will need to pose and motivate a research question related to political economy (broadly defined), discuss the paper's contribution to the existing literature, and use historical quantitative data to address this question. Note that the expectation is a self-contained final paper, not a research proposal. For letters/ short papers, at least 75% of the paper should be devoted to the empirical analysis. For regular papers, at least 50% of the paper should be devoted to the empirical analysis. Given that you have 10 weeks to write this, you may want to use existing datasets for your study.

Your grade for the final assignment will depend on the following components.

- **Week 1 Memo (5%).** On Monday of week 1 by 5pm, submit via the Participation Board on Canvas a short memo (400 words max) outlining, in the following order: (a) a general topic you are interested in (e.g., the political economy of economic development, the determinants of state-building, the causes and consequences of migration, etc.); (b) a research question or set of research questions (related to this

topic) that you would like to answer as part of your final paper; and (c) your initial intuitions about the answer(s) to this question. You should devote *roughly* 150 words to (a), 50 words to (b), and 200 words to (c). Use sub-sections titled “Topic,” “Research question,” and “Intuitions” to organize your memo. If you want, you can include a title to orient readers about your area of interest. A Bibliography section is not required and in-text citations of other studies are not required either. Focus telling us what topic and research questions *you* care about, not what others have written (or not written) about this. The Week 1 Memo does not commit you to write a paper about the topic/ research question you discuss in it. However, you will need to commit to a topic and research question by the end of week 3, so I strongly suggest that you use the Week 1 memo as an opportunity to think seriously about a topic and, ideally, a question you would truly be interested in pursuing for your final paper.

- ***Week 1 Individual Meeting (1%)***. Students are expected to meet with me one-on-one during office hours during week 1. During the meeting, I will provide feedback on your Week 1 Memo and we will discuss some possible options for your final paper based on the research interests you outlined on your memo. Sign up ahead of time to reserve your slot. You should of course sign up for office hours as often as you find it helpful throughout the quarter!
- ***Feedback on Other Students’ Week 1 Memos (1%)***. After reading other students’ Week 1 Memos, provide feedback directly via the Participation Board on Canvas as a response to the memos. Focus on one main comment per memo. For example, you can (1) comment on whether you understood the research question or theoretical intuition, (2) suggest a different theoretical intuition, (3) mention a literature (different from the author’s topic of interest) that you think would be worth exploring for connections to the author’s topic of interest; (4) suggest a reading that you think could provide a good model for a research design; (5) suggest a data source, etc. Your comment should be 50-75 words per memo. You should provide written feedback on all memos.
- ***Week 3 Memo (5%)***. Your week 3 memo will contain the same items as your week 1 memo (“Topic,” “Research question,” “Intuitions”) *plus* a description of what data you will use to answer your research question. The “Data” section must include: the data source(s) you will use, the *main* variables you will use for the analysis (including names of the variables and their description), whether the data are already digitized or not, where you will access the data, the countries/ regions you plan to cover in the analysis, and the period of study. The Data section should be between 300-400 words. The Week 3 Memo cannot exceed 800 words. Submit it via the Participation Board on Canvas by 9am on Friday of week 3. For excellent resources on the question “**where can I find historical data?**”, read [this](#), [this](#), [this](#), [this](#) and [this](#) useful blogposts by Ali Cirone.
- ***Presentation of final paper (5% of final grade)***. By 9am on Thursday of week 9, submit a recording of a short presentation of your research project. During class, be ready to share your pre-recorded presentation. We will focus the bulk of the class on providing feedback on each project. The recording/ presentation cannot exceed 15

minutes. It should (1) pose and motivate a research question related to historical political economy (broadly defined); (2) briefly discuss what literature it is connected to and how it contributes to this literature; (3) explain how you went about answering this research question (i.e. what data and methods you are using); and (4) present at least one graph showing your preliminary findings. This is an opportunity to get feedback from your classmates and me before you submit your final paper. I will provide a template that you can use to structure your presentation.

- **Final paper (33% of final grade).** The final paper is due by 9am on Thursday of week 11 (exams week),

4 Requesting Accommodations

Students requesting accommodations for this course must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Contact the OSD for further information: 858.534.4382 (phone); osd@ucsd.edu (email); <http://disabilities.ucsd.edu> (website)

5 Academic Honesty

You are expected to be the sole author of all your work, and to properly attribute ideas, quotations, and sources. If you are unsure how to do this, please come to office hours or ask in class. If you are unsure what constitutes plagiarism, please see UCSD's [academic honesty policy](#). All suspected cases of plagiarism, cheating, or other violations of academic integrity standards will be referred to the Office of Academic Integrity. Any violation for which a student is found responsible is considered grounds for failing the course, not just the assignment.

6 Email Policy

I will reply to emails within two business days, usually a lot sooner, but if you do not hear back from me within two business days, please email me again as it will mean I did not receive your first email.

7 Inclusive learning environment

I am fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. I urge each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in class for any reason, please let me know.

8 Principles of interaction

Effective communication and open academic dialogue are crucial for sustaining a learning community that is respectful, considerate, relevant, creative, and thought-provoking. Expressions, meaning, and tone can easily be taken out of context. Therefore, it is imperative that everyone adheres to the communication guidelines below.

Do:

- Treat your classmates with respect.
- Be thoughtful and open in discussion.
- Be aware and sensitive to different perspectives.
- Build one another up and encourage one another to succeed.

Don't:

- Use insulting, condescending, or abusive words.
- Use all capital letters, which comes across as SHOUTING.
- Contact learners or post advertisements and solicitations.

Our classroom abides by these principles:

- UCSD Student Conduct Code: <https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code-interim-revisions1-16-18.pdf>
- Principles of Community: <https://ucsd.edu/about/principles.html>

9 Sexual Misconduct/Title IX Statement

UC San Diego prohibits sexual violence and sexual harassment and will respond promptly to reports of misconduct. If you wish to speak confidentially about an incident of sexual misconduct, please contact CARE at the Sexual Assault Resources Center at (858) 534-5793. Students should be aware that faculty members are considered responsible employees and are not a confidential resource; as such, if you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UC San Diego's Title IX office, the Office for the Prevention of Harassment & Discrimination (OPHD). To learn more about sexual misconduct, visit: <https://students.ucsd.edu/sponsor/sarc/index.html>. To report an incident to the University, please contact OPHD at ophd@ucsd.edu

10 Additional resources

Writing Hub: <https://commons.ucsd.edu/students/writing/index.html>

Library Help, eReserves and research tools: <https://library.ucsd.edu/ask-us/triton-ed.html>

Mental Health Services: <https://caps.ucsd.edu>

UC San Diego Basic Needs Resources: <https://basicneeds.ucsd.edu/>

II Readings and Schedule

Starred (*) articles are required reading before each class. I suggest you do the readings in the order in which they are listed. The remaining readings are recommended if you are particularly interested in a given topic. If a link to a reading does not work, you should be able to find the reading by connecting to VPN and searching for the reading on Google Scholar or the relevant academic journal.

For overviews of historical political economy research on the topics below and more, I recommend checking out the corresponding chapters in *The Oxford Handbook of Historical Political Economy*, edited by Jeffery Jenkins and Jared Rubin: <https://academic.oup.com/edited-volume/44005>.

Week 1

Why *Historical Political Economy*? What Do We Want to Explain?

(*) Nunn, Nathan. 2009. "The Importance of History for Economic Development." *Annual Review of Economics* 1:65-92. [[link](#)]

(*) Przeworski, Adam. 2004. "Institutions Matter?" Government and Opposition/Leonard Schapiro Lecture, delivered to the British Political Science Association. [[link](#)]

(*) Dennison, Tracy. 2020. "History and Institutions: It's Complicated." *Broadstreet*. [[link](#)]

Acemoglu, Daron. 2003. "Root Causes. A Historical Approach to Assessing the Role of Institutions in Economic Development." *Finance and Development*: 27-30. [[link](#)]

Alkire, Sabina, Florent Bedecarrats, Angus Deaton, Gael Giraud, Isabelle Guerin, Barbara Harriss-White, James Heckman, Jason Hickel, Naila Kabeer, Solene Morvant-Roux, Judea Pearl, Cecile Renouard, Francois Roubaud, Jean-Michel Servet, Joseph Stiglitz. July 16, 2018. "Buzzwords and tortuous impact studies won't fix a broken aid system." *The Guardian*. [[link](#)]

Allen, Robert. 2001. "The Great Divergence in European Wages and Prices from the Middle Ages to the First World War." *Explorations in Economic History* 38:411-447.

Greif, Avner. 1997. "Cliometrics After 40 years." *American Economic Review* 87(2):400-403. [[link](#)]

Maddison, Angus. 2003. *The World Economy: Historical Statistics*. OECD, Paris.

Paglayan, Agustina. 2019. "We Have History - and How it Changed Me." In Eugene Finkel, Adria Lawrence, and Andrew Mertha, eds. *CP: Newsletter of the Comparative Politics Organized Section of the American Political Science Association* 29(2): 18-25. [[link](#)]

Our World in Data: <https://ourworldindata.org/>

Week 2

Seminal Studies

(*) Engerman, Stanley, and Kenneth Sokoloff. 2002. "Factor Endowments, Inequality, and Paths of Development among New World Economies." NBER Working Paper 9259. [[link](#)]

(*) Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91(5): 1369–1401. [[link](#)]

(*) North, Douglass, and Barry Weingast. 1989. "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England." *The Journal of Economic History* 49(4):803-832. [[link](#)]

(*) Putnam, Robert, Robert Leonardi, and Raffaella Nanetti. 1993. *Making Democracy Work. Civic Traditions in Modern Italy*. Princeton University Press. Chapters 1 and 5.

(*) Tilly, Charles. 1990. *Coercion, Capital, and European States*. Cambridge: Blackwell. Pp. 1-32.

(*) Lipset, Seymour. 1960. *Political Man: The Social Bases of Politics*. Chapter 2.

Weber, Max. 1958. *The Protestant Ethic and the Spirit of Capitalism*. Charles Scribner's Sons.

Week 3

Economic Growth and Income Inequality

(*) Albouy, David. 2012. "The Colonial Origins of Comparative Development: An Empirical Investigation: Comment." *American Economic Review* 102(6): 3059–3076. [[link](#)]

(*) Scheve, Kenneth, and David Stasavage. 2012. "Democracy, War, and Wealth: Lessons from Two Centuries of Inheritance Taxation." *American Political Science Review* 106(1):81-102. [[link](#)]

(*) Charnysh, Volha. 2019. "Diversity, Institutions, and Economic Outcomes: Post-WWII Displacement in Poland." *American Political Science Review* 113(2). [[link](#)]

Coatsworth, John. 2008. "Inequality, Institutions and Economic Growth in Latin America." *Journal of Latin American Studies* 40(3):545-569. [[link](#)] *Skim to understand the main argument.*

Bruhn, Miriam, and Francisco Gallego. 2012. "Good, Bad, and Ugly Colonial Activities: Do They Matter for Economic Development?" *The Review of Economics and Statistics* 94(2):433–461. [[link](#)]

Gorodnichenko, Yuriy, and Gerard Roland. 2017. "Culture, Institutions, and the Wealth of Nations." *Review of Economics and Statistics* 99(3):402-416. [[link](#)]

Glaeser, E. L., La Porta, R., Lopez-de Silanes, F., and Shleifer, A. 2004. "Do institutions cause growth?" *Journal of Economic Growth* 9:271–303.

Acemoglu, Daron, Suresh Naidu, Pascual Restrepo, and James Robinson. Forthcoming. "Democracy does cause growth". *Journal of Political Economy*.

Stasavage, David. 2007. "Partisan Politics and Public Debt: The Importance of the 'Whig Supremacy' for Britain's Financial Revolution." *European Review of Economic History* 11(1):123-153.

Trounstein, Jessica. 2018. "The Geography of Inequality: How Land Use Regulation Produces Segregation and Polarization." Working Paper.

Week 4

State Formation, State-Building, and State Capacity

(*) Abramson, Scott. 2016. "The Economic Origins of the Territorial State." *International Organization*. [[link](#)]

(*) Queralt, Didac. 2019. "War, International Finance, and Fiscal Capacity in the Long Run." *International Organization*. [[link](#)]

(*) Garfias, Francisco. 2018. "Elite Competition and State Capacity Development: Theory and Evidence from Post-Revolutionary Mexico". *American Political Science Review* 112(2):339-357. [[link](#)]

Blaydes, Lisa, and Christopher Paik. 2016. "The Impact of Holy Land Crusades on State Formation: War Mobilization, Trade Integration, and Political Development in Medieval Europe." *International Organization* 70(3):551-586. [[link](#)]

Blaydes, Lisa, and Eric Chaney. 2013. "The Feudal Revolution and Europe's Rise: Political Divergence of the Christian West and the Muslim World before 1500 CE." *American Political Science Review* 107(1): 16-34.

Besley, Timothy, and Torsten Persson. 2010. "State Capacity, Conflict, and Development." *Econometrica* 78(1): 1-34.

Centeno, Miguel Angel. 2002. *Blood and Debt: War and the Nation-State in Latin America*. Penn State Press.

Dincecco, Marc, Giovanni Federico, and Andrea Vindigni. 2011. "Warfare, Taxation, and Political Change: Evidence from the Italian Risorgimento." *The Journal of Economic History* 71(4):887-914. [[link](#)]

Dincecco, Marc. 2015. "The Rise of Effective States in Europe." *Journal of Economic History* 75(3):901-918.

Hoffman, Philip. 2015. "What Do States Do? Politics and Economic History." *Journal of Economic History* 75(2):303-332.

Suryanarayan. Pavithra. 2017. "Hollowing out the State: Franchise Expansion and Fiscal Capacity in Colonial India." Working Paper. [[link](#)]

Week 5

Democratization

(*) Dasgupta, Aditya. 2018. 2018. "Technological Change and Political Turnover: The Democratizing Effects of the Green Revolution in India." *American Political Science Review*. [[link](#)]

(*) Fresh, Adriane. 2021. "Population and Political Change in Industrial Britain." Working Paper. [[link](#)]

(*) Teele, Dawn. 2018. "How the West Was Won: Competition, Mobilization, and Women's Enfranchisement in the United States." *Journal of Politics* 80(2): 442-461. [[link](#)]

Hariri, Jacob. 2012. "The Autocratic Legacy of Early Statehood." *American Political Science Review* 106(3):471-494. [[link](#)]

Woodberry. Robert. 2012. "The Missionary Roots of Liberal Democracy." *American Political Science Review* 106(2):244-274. [[link](#)]

Week 6

Visit to the Geisel Library

Week 7

Education

(*) Becker & Woessman. 2009. "Was Weber Wrong? A Human Capital Theory of Protestant Economic History." *Quarterly Journal of Economics*: 531-596. [[link](#)]

(*) Paglayan, Agustina. 2021. "The Non-Democratic Roots of Mass Education: Evidence from 200 Years." *American Political Science Review* 115(1): 179-198. [[pdf](#)] [[html](#)]

(*) Paglayan, Agustina. 2022. "Education or Indoctrination? The Violent Origins of Public School Systems in an Era of State-Building." *American Political Science Review*. [[link](#)]

Aghion, Philippe, Xavier Jaravel, Torsten Persson, and Dorothee Rouzet. 2012. "Education and Military Rivalry." *Journal of the European Economic Association* . [[link](#)]

Ansell, Ben. 2010. *From the Ballot to the Blackboard: The Redistributive Political Economy of Education*. Cambridge: Cambridge University Press.

Bandiera, Oriana, Myra Mohnen, Imran Rasul, and Martina Viarengo. 2018. "Nation-Building Through Compulsory Schooling During the Age of Mass Migration." Forthcoming, *Economic Journal*. [[link](#)]

Darden, Keith, and Harris Mylonas. 2015. "Threats to Territorial Integrity, National Mass Schooling, Linguistic Commonality." *Comparative Political Studies*: 1-34.

Lindert, Peter. 2004. *Growing Public. Social Spending and Economic Growth Since the Eighteenth Century*. Chapter 5 ("The Rise of Mass Public Schooling Before 1914"). New York: Cambridge University Press.

Mariscal, Elisa, and Kenneth Sokoloff. 2000. "Schooling, Suffrage, and the Persistence of Inequality in the Americas, 1800-1945" in *Political Institutions and Economic Growth in Latin America: Essays in Policy, History, and Political Economy*, edited by Stephen Haber. Stanford, California: Hoover Institutions Press.

Lee, Jong-Wha, and Hanol Lee. 2016. "Human Capital in the Long Run." *Journal of Development Economics* 122: 147-169.

Stasavage, David. 2005. "Democracy and Education Spending in Africa." *American Journal of Political Science* 49(2): 343-358.

Week 8

Culture, Religion, and Values

(*) Woodberry. Robert. 2012. "The Missionary Roots of Liberal Democracy." *American Political Science Review* 106(2):244-274. [[link](#)]

(*) Voigtlaender, Nico, and Joachim Voth. 2015. Nazi Indoctrination and Anti-Semitic Beliefs in Germany. *Proceedings of the National Academy of Sciences* 112(26): 7931-7936. [[link](#)]

(*) Fouka, Vicky. 2020. "Backlash: The Unintended Effects of Language Prohibition in US Schools after World War I." *Review of Economic Studies* 87(1): 204-239. [[link](#)]

(+) Bazzi, Sam, Masyhur Hilmy, and Benjamin Marx. 2021. "Islam and the State: Religious Education in the Age of Mass Schooling." NBER Working Paper No. 27073. [[link](#)] **SKIM ONLY focusing on main argument/ findings**

(+) Blanc, Guillaume, and Masahiro Kubo. 2021. "Schools, Language, and Nations: Evidence From a Natural Experiment in France." Working Paper. [[link](#)] **SKIM ONLY focusing on the data they use to measure outcomes**

Squicciarini, Mara. 2020. "Devotion and Development: Religiosity, Education, and Economic Progress in 19th-Century France." *American Economic Review* 110(1). [[link](#)]

Voigtlaender, Nico, and Joachim Voth. 2012. "Persecution Perpetuated: The Medieval Origins of Anti-Semitic Violence in Nazi Germany." *Quarterly Journal of Economics* 127(3): 1339-1392. [[link](#)]

Alesina, Alberto, and Paola Giuliano. 2015. "Culture and Institutions." *Journal of Economic Literature* 53(4):898-944.

Darden, Keith, and Anna Grzymala-Busse. 2006. "The Great Divide: Literacy, Nationalism, and the Communist Collapse." *World Politics* 59(1):83-115. [[link](#)]

Greif, Avner. 1994. "Cultural Beliefs and the Organization of Society: A Historical and Theoretical Reflection on Collectivist and Individualist Societies." *Journal of Political Economy* 102(5):912–50. [[link](#)]

Guiso, Luigi, Paola Sapienza, and Luigi Zingales. 2016. "Long-Term Persistence." *Journal of the European Economic Association* 14(6):1401-1436. [[link](#)]

Week 9

Feedback on Student Presentations

Week 10

Elites

(*) Martinez-Bravo, Monica, Priya Mukherjee, and Andreas Stegmann. 2017. "The non-democratic roots of elite capture: Evidence from Soeharto mayors in Indonesia." *Econometrica* 85(6): 1991-2010. [[link](#)]

(*) Nieto-Matiz, Camilo. 2022. "When the State Becomes Complicit: Mayors, Criminal Actors, and the Deliberate Weakening of the Local State in Colombia." *Comparative Political Studies*. [[link](#)]

(*) Bai, Ying, Ruixie Jia, and Jiaojiao Yang. Forthcoming. "Web of Power: How Elite Networks Shaped War and Politics in China." *Quarterly Journal of Economics*. [[link](#)]

Albertus, Michael, and Victor Menaldo. 2014. "Gaming democracy: elite dominance during transition and the prospects for redistribution." *British Journal of Political Science* 44(3): 575-603. [[link](#)]

Bai, Ying, and Ruixie Jia. 2016. "Elite Recruitment and Political Stability: The Impact of the Abolition of China's Civil Service Exam." *Econometrica* 84(2): 677–733.

Catalinac, Amy. 2015. "From Pork to Policy: The Rise of Programmatic Campaigning in Japanese Elections." *Journal of Politics* 78(1).

Esberg, Jane. 2021. "Anticipating Dissent: The Repression of Politicians in Pinochet's Chile." *Journal of Politics* 83(2).

González, Felipe, Pablo Muñoz, and Mounu Prem. 2021. "Lost in transition? The persistence of dictatorship mayors." *Journal of Development Economics*.

Hodler, Roland and Paul A. Raschky. "Regional Favoritism." *The Quarterly Journal of Economics*.

Jia, Ruixue, and Hongbin Li. 2021. "Just Above the Exam Cutoff Score: Elite College Admission and Wages in China." *Journal of Public Economics* 196.

Ji Yeon, Hong et al. 2022. "In Strongman We Trust: The Political Legacy of the New Village Movement in South Korea." *American Journal of Political Science*.