

**Representation in the Developing World: Africa & Latin America**  
**GOVT 696-03 and SIS-654-002**

Profs. Carl LeVan and Todd Eisenstadt  
Thursdays 5:30 pm - 8:00 pm, in SIS room 102

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Office Hours Wednesday 2-4 p.m. and Thursday 4-5:30 p.m.

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This course organizes interrelated areas of research on government performance under the overall theme of political “representation reconsidered.” Readings situate emerging questions of African and Latin American politics within the broader literatures of comparative politics. The first unit explores different philosophical bases for representative democracy. This includes analysis of the assumptions manifest in multiculturalism and liberalism as potentially competing philosophies of representation, and a critical analysis of some of the problems related to conceptualizing and measuring democracy. The class discussions presume that students will have some familiarity with the democratization literature in general. The second unit outlines structural constraints and other factors with potentially limit the impact of agency. This includes historical legacies of imperialism, incomplete state penetration, and populist impulses as contexts shaping institutional formation. Discussions will seek to diagnose common barriers to good governance across radically different contexts in order to identify the possibilities – and limits – of incentivizing behavior.

**LEARNING OUTCOMES**

- Increase experience with research design by submitting assignments which represent discrete stages of a larger research design process
- Improve analytical writing ability through assignments which require conceptual precision
- Identify and develop relevant themes applicable to broad cross-regional comparisons

In the third unit, the class turns to interest aggregation through models that organize institutions into holistic analytical frameworks. Readings examine the relationship between multicultural rights recognition and power-sharing, and identify innovative concepts such as veto players which challenge conventional institutional frames. Class discussions balance formal institutions such as parties, elections, and the constitutions alongside informal manifestations of political power such as patron-client ties, traditional authority figures, and patriarchy. The fourth unit highlights the effects of political representation on public policy, accountability, and governance outcomes. Readings question whether ethnic diversity or other conventional explanations adequately account for resource maldistribution – or fully reflect citizen preferences.

### Required reading

- Przeworski, Adam. 2010. *Democracy and the Limits of Self-Government*. Cambridge: Cambridge University Press.
- Englund, Harri, and Francis Nyamnjoh, eds. 2004. *Rights and the Politics of Recognition in Africa*. London: Zed Books.
- Taylor-Robinson, Michelle. 2010. *Do the Poor Count? Democratic Institutions and Accountability in a Context of Poverty*. Philadelphia: Pennsylvania State University Press.

“Amendability” clause: By taking this class, you agree to adhere to the rules and obligations presented on this syllabus, but also acknowledge the instructor’s right to alter them, as necessary, and accept that while I will seek to notify all students of any changes via Blackboard, these changes will first be announced in class, and all students are responsible for all material covered in class, as well as for the readings.

Note on Procedures: Since this is a graduate course, we will not spend too much time discussing conduct in class. Needless to say, any acts which are disrespectful of anyone else’s efforts to express themselves, or which interrupt the class will not be tolerated (and this includes cell phone interruptions and consistent tardy arrival). If you have some extenuating circumstance, please discuss this with the instructor. When specified, assignments should be submitted in hard copy at class meetings. While we will print weekly analytical papers from the Blackboard site, all research papers (and the partial versions leading up to them) are to be submitted in print at the designated time.

You are strongly encouraged to bring questions, comments, and criticisms of the material to class. Electronic reserves are available through the course Blackboard site, where we will also post assignments and announcements, and where you will disseminate your class discussion notes. And while we do encourage the use of e-mail to address procedural and administrative questions, we would very much prefer that substantive questions be raised in person. If you cannot make it to scheduled office hours, let us know and we will schedule a time to meet.

## COURSE REQUIREMENTS

This course will make extensive use of Blackboard, so please sign onto the class website ASAP, posting a message on the discussion board to inform everyone you have accessed the site.

Requirements for Everyone (1 through 4):

1. A 3-5 page critical review of written comments on the course readings for **two separate** seminar sessions. Circulate your paper by Blackboard post to all course participants ***no later than on the WEDNESDAY before class at 4 p.m.; that is 25.5 HOURS before the session in which we will discuss the material you cover in your comment.*** Each critical summary, distributed to your colleagues on the day before class will be worth 10 percent of the course grade. This will count for 20 percent of your grade overall.
2. During the sessions when you are not submitting a critical review, you will be required to submit a question or two to the Blackboard site where we can all access them, by 4 p.m. on

the Wednesday before Thursday's class. Questions may be factual in nature, but the best questions provoke thought and criticism, seek to reckon with the material in a manner relating to other questions raised in class, or consider methodologies and their application. Satisfactory completion of these questions, and their timely e-mail posting, each and every week you are not writing full review papers, will count for 10 percent of your grade.

3. Active participation in class discussions every week will be worth 10 percent of your grade. The instructors will note who is participating strongly, and **will not hesitate to call on** students who are not participating. Periodic "spot" attendance checks will be taken and students missing class without medical excuses will suffer grade penalties. Active class participation will count for 10 percent of your grade. Also note that at the beginning of each research paper presentation (see 4c below), one or two class members will be called upon (cold call) to summarize the presentation and their reaction in two or three sentences. Students who are unable to do so (i.e. who have not read their colleagues' papers), will be penalized.
4. MA Students Only: A 20-25-page research paper arguing a position with regard to a question posed by the instructors or one you select yourself. This paper will be due at our last class meeting on **December 15** and will be worth 60 percent of your grade. That grade will be composed of several parts and assignments, as follows:
  - a) Submission in print by **September 22** course meeting of a one-page abstract of the paper you plan to write. More than just being a descriptive statement of your "topic," this needs to have a falsifiable thesis statement and a strategy for how you will set about confirming and disconfirming your thesis (and including some sources and a discussion of any anticipated difficulties in researching the topic, and how you will overcome these). This one-pager, the follow up meeting with at least one faculty member, and any revisions/corrections made as a result of your meeting are altogether worth 5 percent of your grade at this point.
  - b) Submission in print by **October 20** course meeting of a 7-10 page review of the literature in your subject area, which will constitute the first portion of your research paper. In this review, we ask that you track the existing academic literature relating to your question (as it relates to your falsifiable question), and identify how your thesis statement and question fit within this literature. For tips and resources about how to do a literature review, see [carllewan.com/teaching/student-resources/](http://carllewan.com/teaching/student-resources/). After you devote several pages to this exercise, we will ask you, in at least one page (the final one), to write an annotated outline of where your paper is headed (i.e. how you will use the "state of knowledge" as surveyed in your literature review to advance new claims and your strategy for validating those claims in the remaining "body" of the paper. This partial paper literature review, the follow up meeting with at least one faculty member, and any revisions/corrections made as a result of your meeting are altogether worth 15 percent of your grade at this point.
  - c) Submission online via Blackboard to the entire class of a dozen-slide PowerPoint presentation or a two-page summary of your principal argument and evidence to date by 4 p.m. on the Tuesday before the class meeting where you will offer a 15-minute discussion and defense of your argument. You will not formally present your paper to the class. Rather, the class, as the most important part of their participation grade

- (see 3 above), will critically read your summary and raise questions and critiques. The 15 minutes will be spent addressing the critiques and comments of your classmates. The memo to your instructors and classmates, and your defense of the criticisms raised will together count for 10 percent of your grade. Three such presentations will be held as the last portion of four classes starting on **November 3**, and **December 8** and **December 15** will be entirely devoted to presentations. Sign up sheets will be available for presentations by the third class meeting.
- d) Submission in class on **December 15** of the final research paper. The completed final draft will be worth 30 percent of your grade.
5. Ph.D. Students Only: A 20-25-page research design, on an issue you choose in consultation with the instructor related to and integrating course readings. As in #4 above, you will submit partial products along the way (components a, b, c, and d as given in #4), receive feedback from instructors and from colleagues (when you submit a discussion document to the class). In addition to your shorter presentation in class, a longer class session, mandatory for PhD students only, will be set so that colleagues may discuss your methodological choices and other concerns in greater detail.

Grading will be done on the following scale: 93-100 A, 90-92 A-, 88-89 B+, 83-87 B, 80-82 B-, etc. AU's Academic Integrity Code will be strictly enforced. For information see: [www.american.edu/provost/registrar/regulations/reg80.cfm](http://www.american.edu/provost/registrar/regulations/reg80.cfm).

## **Unit One: Problems and Concepts**

### **1. Introduction to Institutional Analysis (September 1)**

Przeworski, Adam. Chapter 1.

Hall, Peter, and Rosemary Taylor. 1996. "Political Science and the Three New Institutionalisms," *Political Studies* 44 (1996): 936-957.

North, Douglass. 1990. *Institutions, Institutional Change, and Economic Performance*. Cambridge, New York: Cambridge University Press. (chapter 1)

#### Recommended:

*The Federalist Papers*. Federalist Number 10, and 47 to 51.

Bratton, Michael. 2007. "Formal versus Informal Institutions in Africa," *Journal of Democracy* 18, 3 (July 2007): 96-110.

Posner, Daniel N. Young, Daniel J. 2007. "The Institutionalization of Political Power in Africa," *Journal of Democracy* 18, 3 (July 2007): 126-140

### **2. Conceptual Problems with Institutional Approaches (September 8)**

Przeworski, Adam. Chapter 2, "Self-Government of the People"

O'Donnell, Guillermo. 1994. "Delegative Democracy," *Journal of Democracy* 5, 1 (January 1994): 55-69.

Edozie, Rita Kiki. 2009. Chapter 6, "Electoral Authoritarians and Delegative Democrats: Reconstructing African Democratic Consolidation in Africa." In *Reconstructing the Third Wave of Democracy: Comparative African Democratic Politics*. Lanham: University Press of America. 128-154.

- Gretchen Helmke and Steven Levitsky. 2006. "Introduction," Gretchen Helmke and Steven Levitsky, eds. *Informal Institutions and Politics in Latin America*. Baltimore: The Johns Hopkins University Press.
- Knight, Jack. 1998. "Models, Interpretations, and Theories: Constructing Explanations of Institutional Emergence and Change," in Jack Knight and Itai Sened, eds. *Explaining Social Institutions*. Ann Arbor: University of Michigan. 95-120.

Recommended:

- Krastev, Ivan. 2006. "Democracy's Doubles." *Journal of Democracy* 17(2): 52-62.
- Mahoney, J., and K. Thelen. 2010. "A Theory of Gradual Institutional Change." In *Explaining Institutional Change: Ambiguity, Agency, and Power*, ed. J. Mahoney and K. Thelen. New York: Cambridge University Press.

**3. Fundamentals of Democratic Representation and Governance (September 15)**

- Przeworski, Adam. Chapter 3, "A Brief History of Representative Institutions"
- O'Donnell, Guillermo. 2003. "Horizontal Accountability: The Legal Institutionalization of Mistrust," In *Democratic Accountability in Latin America*, eds. Scott Mainwaring and Christopher Welna. New York: Oxford University Press. 34-54.
- Holmes, Stephen, 1988. "Precommitment and the Paradox of Democracy," in Jon Elster and Rune Slagstad, eds. *Constitutionalism and Democracy*. New York: Cambridge University Press, 195-239.
- Coppedge, Michael and John Gerring. 2011. "Conceptualizing and Measuring Democracy: A New Approach," in *Perspectives on Politics*, June 2011 (9:2), 247-268.

Recommended readings:

- Bollen, Kenneth. 1993. "Political Democracy: Conceptual and Measurement Traps." In Alex Inkeles, ed., *On Measuring Democracy*. New Brunswick: Transaction Books, 1993. 3-18.
- Burke, Edmund. 1774. "Speech to the Bristol Electors at the Conclusion of the Poll," available at <http://www.ourcivilisation.com/smartboard/shop/burkee/extracts/chap4.htm>
- Held, David. 2006. *Models of Democracy*. Malden, MA: Polity Press.

**Unit Two: The Democratic Ideal, in State and Society**

**4. Latin American Populism and African Nationalism (September 22)**

→ **ASSIGNMENT DUE:** One page summary of research paper topic and thesis

- Roberts, Kenneth M. 2006. "Populism, Political Conflict, and Grass-Roots Organization in Latin America," *Comparative Politics* 38(2): 127-148.
- Nkrumah, Kwame. 1965. "The Mechanisms of Neocolonialism," in *Neo-Colonialism: the Last Stage of Imperialism*. London: Nelson. 239 – 259.
- Ascher, William. 1984. "Argentina's Machiavellian Master," in *Scheming for the Poor: the Politics of Redistribution in Latin America*. Cambridge: Harvard University Press. 51-68.
- Lally Weymouth, "Is Peru Emulating Venezuela, or Brazil?" *Washington Post*, 10 July 2011.

Recommended:

- Chilcote, Ronald. 1991. Chapter 1, "Cabral and His Historical Context," in *Amílcar Cabral's Revolutionary Theory and Practice*. Boulder and London: Lynne Rienner.
- Fanon, Franz. 1963. *The Wretched of the Earth*. New York: Grove Press
- Nyerere, Julius. 1973. "Freedom and Development." In *Freedom and Development*. Oxford Univ. Press: 58 – 71.

Siavelis, Peter M. "Democracy and Political Institutions in Latin America; Reconciling Approaches," in *Latin American Research Review* 39 (2): June 2004. 275-290.

## **5. Historical institutionalism and Colonial Legacies (September 29)**

Mahoney, James. 2000. "Path Dependence in Historical Sociology," in *Theory and Society* 29: 507- 548.

Tulio Halperin Donghi. 2008 "Two centuries of South American Reflections on the Development Gap between the United States and Latin America, in Francis Fukuyama, ed. *Falling behind: explaining the development gap between the United States and Latin America* pp11-47 Nunn, Nathan. 2009. "The Importance of History for Economic Development," *Annual Review of Economics* 1 (2009): 65-92.

Mamdani, Mahmood. 1999. "Historicizing Power and Responses to Power: Indirect Rule and its Reforms," *Social Research* 66(3): 859-886.

Widner, Jennifer. 1994. "Political Reform in Anglophone and Francophone African Countries," in *Economic Change and Political Liberalization in Sub-Saharan Africa*. ed. Jennifer Widner. Baltimore and London: Johns Hopkins University Press: 49–79.

Englund, Harri. 2004. "Introduction: Recognising Identities, Imagining Alternatives," in Englund and Nyamnjoh.

### Recommended:

Ndulu, Benno and Stephen O'Connell. 2008. "Policy Plus: African Growth Performance, 1960-2000," in *The Political Economy of Economic Growth in Africa, 1960 – 2000*, Vol. 1, Benno Ndulu, Stephen O'Connell, et al., eds. Cambridge: Cambridge University Press, pp. 3-75.

MacLean, Lauren Morris. 2002. "Constructing a Social Safety Net in Africa: An Institutionalist Analysis of Colonial Rule and State Social Policies in Ghana and Côte d'Ivoire" *Studies in Comparative International Development* 37, 3 (Fall 2002); pp. 64-91.

Nunn, Nathan. 2008. "The Long Term Effects of Africa's Slave Trades," *Quarterly Journal of Economics* 123, 1 (February 2008): 139-176.

Peter Ekeh (1975) 'Colonialism and the two publics: A theoretical Statement.' *Comparative Studies in Society and History* 17: 91-112.

## **6. Un/Civil Society and Social Capital (October 6)**

Edwards, Bob, Michael W. Foley, and Mario Diani, eds. 2001. *Beyond Tocqueville: Civil Society and the Social Capital Debate in Comparative Perspective*. Medford: Tufts University Press. Sheri Berman (32-42), Michael D. Schulman and Cynthia Anderson (112-124), Foley, Edwards, and Diani (254-265).

LeVan, Carl. 2011. "Questioning Tocqueville in Africa: Continuity and Change in Nigeria's Civil Society During Democratization." *Democratization* 18 (1).

Aiyede, Emmanuel Remi. 2010. "From Corporatist Power to Abjection: Labor and State Control in Nigeria." In *Encountering the Nigerian State*, Eds. Wale Adebawo and Ebenezer Obadare. New York: Palgrave Macmillan. 177-198.

Nyamnjoh, Francis. 2004. Chapter 1, "Reconciling 'the Rhetoric of Rights' with Competing Notions of Personhood and Agency in Botswana," in Englund and Nyamnjoh

Sten Hagberg. 2004. Chapter 8, "Ethnic Identification in Voluntary Associations: The Politics of Development and Culture in Burkina Faso," in Englund and Nyamnjoh.

### Recommended:

Somers, Margaret. 2005. "Beware Trojan Horses Bearing Social Capital: How Privatization Turned Solidarity Into a Bowling Team," in Burawoy, Michael et. al, *The Politics of Method in the Human Sciences: Positivism and Its Epistemological Others* (Politics, History, and Culture). Durham: Duke University Press. 233-274.

- Gellar, Sheldon. 2005. *Democracy in Senegal: Tocquevillian Analytics in Africa*. New York: Palgrave Macmillan.
- Harbeson, John W, Donald S Rothchild, and Naomi Chazan, eds. 1994. *Civil society and the State in Africa*. Boulder: L. Rienner Publishers.
- Hazen, Jennifer M. 2009. "From Social Movement to Armed Group: A Case Study from Nigeria." *Contemporary Security Policy* 30 (2):281-300.
- Miguel, Edward. 2004. "Tribe or Nation? Nation Building and Public Goods in Kenya versus Tanzania," *World Politics* 56: 327-62.
- Naira Yuval-Davis. 1997. "Women, Citizenship and Difference." *Feminist Review* 57: 4-27.
- Obadare, Ebenezer. 2005. "Second Thoughts on Civil Society: The State, Civic Associations and the Antinomies of the Public Sphere in Africa." *Journal of Civil Society* 1 (3):267-81.
- Kuenzi, Michelle. 2008. 'Social Capital and Political Trust in West Africa', *Afrobarometer Working Paper No. 96* (April 2008). Available at <http://www.afrobarometer.com>.
- Tocqueville, Alexis de. 1988. *Democracy in America*. Translated by G. Lawrence. 1st Perennial Library ed ed. New York: Perennial Library, Harper & Row.

### Unit 3: Interest Aggregation – Pluralism, Parties, and Politics

#### 7. Corporatism, Pluralism, and Varieties of Interest Articulation (October 13)

- Collier, David. 1995. "Trajectory of a Concept: 'Corporatism' in the Study of Latin American Politics." In *Latin America in Comparative Perspective: New Approaches to Methods and Analysis*, ed. P. H. Smith. Boulder, San Francisco and Oxford: Westview Press.
- Otero, Gerardo. 2007. "Class or Identity Politics? A False Dichotomy," *International Journal of Comparative Sociology* 48.1, 73-80.
- Kraus, Jon. 2007. "Trade Unions in Africa's Democratic Renewal and Transitions." In *Trade Unions and the Coming of Democracy in Africa*. New York: Palgrave Macmillan. 1-34.
- Baumgartner, Frank R. et. al. 2009. *Lobbying and Policy Change: Who Wins, Who Loses, and Why*. Chicago: University of Chicago Press. 239-260.
- Ekiert, Grzegorz and Anna Grzymala-Busse. 2007. "Strengthening Pluralism and Public Participation in New Democracies," in *The Construction of Democracy: Lessons from Practice & Research*, Eds. Jorge I. Dominguez and Anthony Jones Baltimore: Johns Hopkins University Press. 20-44.

#### Recommended:

- Dahl, Robert. 1971. *Polyarchy: Participation and Opposition*. New Haven and London: Yale University Press.
- Schmitter, Philippe C. 1977. "Modes of Interest Intermediation and Models of Societal Change in Western Europe." *Comparative Political Studies* 10 (1):7-38.

#### 8. Consociationalism and Power-Sharing (October 20)

→ **ASSIGNMENT DUE: Literature review for research paper**

- Przeworski, Adam. Chapter 6, "Agency."
- Norris, Pippa. 2008. Chapter 1, "What Drives Democracy?" In *Driving Democracy: Do Power-Sharing Institutions Work?* Cambridge: Cambridge University Press. 3-36.
- LeVan, Carl. 2011. "Power Sharing in Africa's Uncertain Democracies," *Governance: an International Journal of Policy, Administration, and Institutions* 24(1): 31-53.
- Encarnación, Omar G. 2005. "Do Political Pacts Freeze Democracy? Spanish and South American Lessons." *West European Politics* 28 (1): 182-203.

Recommended Readings

- Cheeseman, Nic, and Blessing-Miles Tendi. 2010. "Power-sharing in Comparative Perspective: the Dynamics of 'Unity Government' in Kenya and Zimbabwe," *Journal of Modern African Studies* 48(2): 203-229.
- Lijphart, Arend. 2002. Chapter 2, "The Wave of Power Sharing Democracy," in Reynolds, Andrew, ed., 2002. *The Architecture of Democracy – Constitutional Design, Conflict Management, and Democracy*. New York: Oxford University Press.
- Oyugi, Walter. 2006. "Coalition Politics and Governments in Africa." *Journal of Contemporary African Studies* 24(1): 53-79.
- Rothschild, Donald, and Philip Roeder. 2005. "Power Sharing as an Impediment to Peace and Democracy." In *Sustainable Peace: Power and Democracy After Civil Wars*, eds. Donald Rothchild and Philip Roeder. Ithaca: Cornell University Press. 29-50.

**9. Limits of Formal Representation (October 27)**

- Przeworski, Adam. Chapter 5, "Choice and Participation."
- Avritzer, Leonardo. 2009. *Participatory Institutions in Democratic Brazil*. Baltimore: Johns Hopkins University Press. 1-20.
- Hochstetler, Kathryn and David Samuels. 2011. "Crisis and Rapid Re-equilibration: The Consequences of Presidential Challenge and Failure in Latin America," in *Comparative Politics* 43, 2 (January 2011).
- Barkan, Joel D. 2008. "Legislatures on the Rise?" *Journal of Democracy* 19, 2 (2008): 124-137.
- Halsteen, Ulrik. 2004. Chapter 4, "Taking Rights Talk Seriously: Reflections on Ugandan Political Discourse," in Englund and Nyamnjoh.
- Bunwaree, Sheila. 2004, Chapter 6, "Neoliberal Ideologies, Identity and Gender: Managing Diversity in Mauritius," in Englund and Nyamnjoh.

Recommended:

- Lindberg, Staffan. 2007. "Institutionalization of Party Systems?" *Government and Opposition* 42, 2 (2007): 215-241.
- Pettit, Philip. 2009. "Varieties of public representation," in Shapiro, Ian, Susan C. Stokes, Elisabeth Jean Wood, and Alexander S. Kirshner, eds. *Political Representation*. New York: Cambridge University Press. 61-89.
- Rakner, Lise, and Nicolas Van de Walle. 2009. "Democratization by Elections? Opposition Weakness in Africa." *Journal of Democracy* 20(3):108-21.

**Unit 4: Problematizing and Explaining Performance****10. Property Rights and Accountability (November 3)****RESEARCH PAPER PRESENTATIONS COMMENCE (THREE)**

- Taylor-Robinson (paperback to be published in October and available in bookstore and on reserve) Chapters 1 and 2 (pp. 1-53 in hardback).
- de Soto, Hernando. 1990. *The Other Path: the Invisible Revolution in the Third World*. New York: Harper. (pages to be announced)
- Kanyinga, Karuti. 2009. "The Legacy of the White Highlands: Land Rights, Ethnicity, and post-2007 Election Violence in Kenya," *Journal of Contemporary African Studies* 27(3): 325-344.
- Eisenstadt, Todd A. 2009. "Agrarian Tenure Institution Conflict Frames, and Communitarian Identities: The Case of Indigenous Southern Mexico." *Comparative Political Studies* 42(1): 82-113.

Johnson, Ellen Sirleaf. Introduction to *Emerging Africa: How 17 Countries are Leading the Way*.  
[www.cgdev.org/doc/books/Emerging\\_Africa/CGD\\_EmergAfrica\\_FM\\_intro-FINAL.pdf](http://www.cgdev.org/doc/books/Emerging_Africa/CGD_EmergAfrica_FM_intro-FINAL.pdf)

Recommended:

- North, Douglass and Barry Weingast. 1989. "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in 17th Century England." *Journal of Economic History* 49(4): 803-832.
- Moreno, Erika, Brian F. Crisp, and Matthew Soberg Shugart. 2003. "The Accountability Deficit in Latin America," in *Democratic Accountability in Latin America*, eds. Scott Mainwaring and Christopher Welna. New York: Oxford. 79-131.
- Demsetz, H. 1967. "Toward a Theory of Property Rights." *American Economic Review* 57 (2):347-59.
- Joireman, Sandra. 2008. "The Mystery of Capital Formation in Sub-Saharan Africa: Women, Property Rights and Customary Law." *World Development* 36, 7 (2008): 1233-46.

**11. Particularistic Goods versus Public Policies (November 10)**  
**THREE RESEARCH PAPER PRESENTATIONS**

- Taylor-Robinson (paperback to be published in October and available in bookstore or on reserve)  
Chapters 5 and 6 (pp. 111-148 in hardback).
- Kitschelt, Herbert. 2000. "Linkages between Citizens and Politicians in Democratic Polities,"  
*Comparative Political Studies* 33(6/7):845-879.
- Lyne, Mona. 2008. "The Voter's Dilemma: Collective or Clientelistic Goods?" Chapter 1 in *The Voter's Dilemma and Democratic Accountability: Latin America and Beyond*. Philadelphia: Penn State University Press, pp. 22-62.
- Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: A Field Experiment in Benin,"  
*World Politics* 55(April): 399-422.

Recommended:

- Arriola, Leonardo. 2009. "Patronage and Political Stability in Africa." *Comparative Political Studies* 42(10): 1339-1362.

**12. Ethnicity and Multicultural Governance (November 17)**  
**THREE RESEARCH PAPER PRESENTATIONS**

- Eisenstadt, Todd A. *Politics, Identity and Mexico's Indigenous Rights Movements*. New York: Cambridge University Press. Pp. 18-44, 77-103.
- Habyarimana, James, Macartan Humphreys, Daniel Posner, and Jeremy M. Weinstein. 2007. "Why Does Ethnic Diversity Undermine Public Goods Provision?" *American Political Science Review* 101(4):709-25.
- Bratton, Michael, Ravi Bhavnani, and Tse-Hsin Ghen. 2011. "Voting Intentions in Africa: Ethnic, Economic or Partisan?" *Afrobarometer Working Paper No. 127*. Available free online at: [http://www.afrobarometer.org/index.php?option=com\\_docman&Itemid=39](http://www.afrobarometer.org/index.php?option=com_docman&Itemid=39)

Recommended:

- Chandra, Kanchan. 2006. "What is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9: 397-424.
- Fish, M. Steven, and Robin Brooks. 2004. "Does Diversity Hurt Democracy?" *Journal of Democracy* 15 (1):154-66.
- Varshney, Ashutosh. 2004. *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. New Haven: Yale University Press. 219-278.

**NO CLASS - Happy Thanksgiving (November 24)**

**13. Capitalism, Democracy, and Inequality (December 1)**  
**THREE RESEARCH PAPER PRESENTATIONS**

- Whoriskey, Peter. 2011. "Income Gap Widens as Executives Prosper," *Washington Post*, 19 June 2011, p. A1.
- Przeworski, Adam. Chapter 4, "Equality" and Chapter 7, "Liberty."
- Taylor-Robinson, Michelle (paperback to be published in October and available in bookstore or on reserve) Chapters 7 and 8 (pp. 149-199 in hardback).
- Oxhorn, Philip. 2003. "Social Inequality, Civil Society, and the Limits of Citizenship in Latin America," in *What Justice? Whose Justice? Fighting for Fairness in Latin America*. Eds. Susan Eckstein, Eva and Timothy P. Wickham-Crowley. Berkeley: University of California Press. 35-63.
- Molinas, Jose R. et. al. 2010. *Do Our Children Have a Chance? The 2010 Human Opportunity Report for Latin America and the Caribbean*. Washington: World Bank. Downloadable at <http://siteresources.worldbank.org/INTLACINSPANISH/Resources/HOIRReport.pdf>

Recommended:

- Acemoglu, Daron, and James A. Robinson. 2010. "Why is Africa Poor?" *Economic History of Developing Regions* 25: 21-50.
- Levine, Daniel H. and José E. Molina. 2011. "Evaluating the Quality of Democracy in Latin America" in *The Quality of Democracy in Latin America*, Eds. Daniel H. Levine and José E. Molina. Boulder: Lynne Rienner Publishers. 1-19 (available online at [www.rienner.com/uploads/4d2f423ca1650.pdf](http://www.rienner.com/uploads/4d2f423ca1650.pdf))
- Robinson, James A., and Daron Acemoglu. 2006. "Economic Backwardness in Political Perspective." *American Political Science Review* 100: 115-131.

**14. Research Presentations and Discussion (December 8)**

**15. Research Presentations and Discussion (December 15)**  
**FINAL RESEARCH PAPER VERSION DUE IN CLASS**

**EMERGENCY PREPAREDNESS**

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site ([www.prepared.american.edu](http://www.prepared.american.edu)) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.