

Boston University
Bureaucracy and Governance: A Comparative Inquiry
IR 513/PO 525
Semester I, 2013-2014
Fridays 1:00-4:00
CAS B25A

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Course Description

Some societies perform better than others over time, that is to say they are politically more stable or grow economically more quickly, or both. The central importance of institutions for political stability and economic growth has been recognized by Political Science for at least the last two decades, but there remain many open questions: How do institutions come into being? How do institutions evolve? Can institutions be transplanted from one society to another? What is the relationship between formal and informal institutions? What is the relationship between the development of bureaucratic organization and civil society? What is the relationship between different institutional arrangements and different forms of government (i.e., democracy, autocracy, patrimonialism, etc.)? In short, what is the “right mix” of institutions to provide for good governance? And does that mix vary from society to society?

This course, which is intended for juniors, seniors, and graduate students, explores these issues by looking at the theoretical literature on the development and behavior of institutions and by looking at specific case studies on institutions in different societies. Students are encouraged to develop their own case studies and to explain institutional efficiencies or inefficiencies.

Course Readings:

Douglass C. North, *Institutions, Institutional Change, and Economic Performance* (Cambridge University Press, 1990) ISBN 0521397340

Pierson, Paul. *Politics in Time: History, Institutions, and Social Analysis* (Princeton: Princeton University Press, 2004) ISBN 0961117152.

Barbara Geddes, *Politician's Dilemma: Building State Capacity in Latin America* (Berkeley: University of California Press, 1994) ISBN 0520207629.

Bernard S. Silberman, *Cages of Reason* (University of Chicago Press, 1993) ISBN 0226757374
Joel Migdal, *States In Society* (Cambridge University Press, 2001) ISBN 0521797063
Atul Kohli. *State-Directed Development: Political Power and Industrialization in the Global Periphery*, (Cambridge University Press, 2004)ISBN 9780521545259

Course Requirements:

There will be an in-class midterm and research paper due for this course. The research paper should draw on the ideas and at least one case study presented in this course; of course you may draw in other case studies to compare to one or more developed in class. Even papers that explore one or more case studies should be informed by some of the theoretical literature that we are reading and should draw explicit comparisons to other cases. Undergraduates will be expected to write a paper of 15 pages, and graduate students will be expected to write a paper of 20-25 pages. Papers are due on the final day of class.

“Class participation” consists of three parts. First, all students are expected to participate in class discussion (no “free riders”!). Second, all students will make a class presentation on one case considered in class (see below for the cases we will be looking at). Students should prepare a five-page paper outlining their presentation and distribute this to the class ahead of time. Other students are responsible for reading the presentation before coming to class! These class presentations should be designed to last approximately 15 minutes. You are welcome to use Powerpoint if it helps you to organize your presentation and/or aids you in controlling your time. Practice your presentation in advance! Remember all the bad teachers you have had in the past and aim to show them how teaching is really done! Students are encouraged but not required to develop their research papers around one of these case studies. A class presentation should (1) outline the author’s main points, (2) highlight the critical evidence that the author uses to support his/her point, and (3) evaluate the argument – what did the author do well, what did he/she not consider, etc. The final component of class participation will consist of a written (two page) response to a class presentation. Each student will serve as a “discussant” to one presentation. These responses should be designed to raise interesting questions that can be taken up in class discussion.

Grading:

Class Participation	25%
Midterm	35%
Paper	40%

POLICY ON ABSENCES

Because of the intensive nature of this course, students are expected to attend all classes.

Absences may be excused for medical, religious, official and personal reasons. Absences for illness for more than two days require a medical certificate. Absences for religious observances and for family or personal reasons require documentation. Absence for purposes of representing the University in authorized athletic events or officially sponsored activities are excused by notification from your sponsoring department or activity. The stated University policy reads: "Any student who has been excessively absent from a course may be required to withdraw from that course without credit." I define "excessively absent" for this course to be more than three absences, excused or not.

POLICY ON "INCOMPLETES"

No incomplete grades will be reported unless the instructor and the student have conferred, the student has presented a sufficient reason why the work of the course cannot be completed on schedule, and the instructor has assigned a date within the succeeding twelve months by which time all course requirements must be completed. This must be in written form. No degree credit for incomplete courses will be granted unless the work is completed by the date assigned, which must be no later than one calendar year from the date on when the incomplete grade is reported. In the event that coursework remains incomplete on the assigned date or twelve months after the "I" grade has been awarded, whichever comes first, the "I" grade will be changed automatically and permanently to an "F" grade.

POLICY ON PLAGIARISM

Plagiarism is the passing off of the ideas or words of another as your own. It is taken very seriously at Boston University as at all institutions of higher learning. Those believed to have committed plagiarism must appear before a university disciplinary board, a procedure that can result in a student's suspension or expulsion. Your papers should contain appropriate citations. It is better to use too many citations than too few. If you have any doubt about what constitutes plagiarism, please talk with me.

Course Outline

Week 1: Bureaucracy

#1 Fri., Sept. 6: Do Institutions Matter and What Is an Institution?

Reading:

Mancur Olsen, "Big Bills Left on the Sidewalk," pp. 37-60 (on Blackboard).

Max Weber, "The Three Types of Legitimate Domination," pp. 212-226.

Douglas C. North, "Institutions," pp. 97-112 (on Blackboard).

Douglass C. North, *Institutions, Institutional Change, and Economic Performance*, pp. 3-69.

Week 2: Thinking about Institutions

Fri., Sept., 13: Institutional Change

Readings:

Douglass C. North, *Institutions, Institutional Change, and Economic Performance*, pp. 70-140.

Pierson, *Politics in Time: History, Institutions, and Social Analysis*, pp. 1-78

Week 3: History as a Political Factor

Fri., Sept. 20: Path Dependence

Readings:

Pierson, *Politics in Time: History, Institutions, and Social Analysis*, pp. 79-178.

Migdal, *States in Society*, pp. 3-94.

Week 4: State and (in) Society

Fri., Sept 27: Thinking about the State-Society Relationship

Reading:

Migdal, *States in Society*, pp. 97-264.

Week 5: Uncertainty and Politics

Fri., Oct. 4: Explaining Public Bureaucracies

Readings:

Silberman, *Cages of Reason*, Introduction and Chpts. 1-3, pp. 1-84.

Week 6: The Case of Japan

Fri. Oct. 11 The Meiji Restoration and After

Readings:

Silberman, *Cages of Reason*, Chpts. 6 and 7, pp. 159-222.

Week 7: The Case of the United States

Fri., Oct. 18: From the Jacksonian Revolution to Civil Service Reform

Reading:

Silberman, *Cages of Reason*, Chpts. 8 and 9, pp. 227-283.

Week 8: MIDTERM EXAM

Fri., Oct. 25: MIDTERM EXAM

Week 9: The Case of France

Fri., Nov., 1: Revolution and Bureaucracy

Reading:

Silberman, *Cages of Reason*, Chpts. 4 and 5, pp. 89-156.

Week 10: The Case of Korea

Fri., Nov. 8: Explaining the Economic “Miracle”

Reading:

Kohli, *State-Directed Development*, Introduction and Chpt. 1-3, pp. 1-123.

Week 11: The Case of India

Fri., Nov. 15: Colonialism and Growth under Independence

Reading:

Kohli, *State-Directed Development*, Chpts. 6 and 7, pp. 221-288.

Week 12: Latin America

Fri., Nov., 22: Strategic Replacement of Elites

Reading:

Geddes, *Politician's Dilemma*, pp. 1-196.

Week 13: Centralization and Decentralization

Fri., Dec. 6:

Reading:

Barry R. Weingast, "The Economic Role of Political Institutions: Market-preserving
Federalism

and Economic Development (on Blackboard)

Aseema Sinha, "Rethinking the Developmental State Model: Divided Leviathan and
Subnational

Comparisons in India" (on Blackboard)

Peter Evans and James E. Rauch, "Bureaucracy and Growth: A Cross-National Analysis
of the

Effects of the 'Weberian' State Structures on Economic Growth" (on Blackboard).

PAPERS DUE