

When, Why, and How the Past Matters: Imperial, Colonial and Communist Legacies in Third-Wave Democracies

Jun.-Prof. Dr. Christina Isabel Zuber

Summer term 2019, Tuesdays, 15:15-16:45 in G307 and Closing Workshop on Saturday, 29 June 2019, 10:00 - appr. 16:00 in F427

Description

Studies of political and economic transitions in third-wave democracies have contributed a growing body of evidence pointing to the importance of historical legacies as a factor explaining differences in transition processes and outcomes between political systems. They are demonstrating, for example, that the type of communism explains the nature of party competition in Eastern European democracies (Kitschelt), or that colonial institutions account for differences in economic development in Africa, Asia and Latin America (Acemoglu, Johnson and Robinson).

In this seminar, we will try to make sense of how events and institutions of the past can influence social outcomes of the present. How can effects of past regimes be theoretically modeled and causally identified? Which micro-level theories are adequate to capture the causal mechanisms of transmission that can explain how institutions and norms are transmitted over generations, despite processes of disruptive political change?

In the seminar, we first look at a classical study that promoted a historical legacy explanation before the term was conceptualised in more detail. This provides us with a concrete working example for when we then turn to define the concept of historical legacies. We then differentiate between the approach of comparative historical analysis (Small N) and the political economy approach (Large N) to studying historical legacies. On this basis, we then work through a series of empirical studies that identify causal effects of colonial, communist and imperial regimes. We close the weekly sessions with an exploration of possible mechanisms of transmission, operating via institutions, elite discourses and intergenerational transmission of values. Towards the end of the semester, participants choose their own research project dealing with one of the topics introduced throughout the seminar. They then present (and comment on) each other's outlines for own studies of historical legacies during a research workshop and subsequently develop their studies during the break.

Goals

Participants understand and can critically assess key theoretical arguments brought forward in the literature studying imperial, communist and colonial legacies. They are familiar with both the more qualitative perspective of comparative historical analysis and the more quantitative perspective of historical political economy. They are able to use theory to explain the institutional and social mechanisms through which distant events can affect present outcomes. They understand which research designs are capable of discerning the causal effect of legacies, and which ones help tracing causal mechanisms of transmission and they can apply one of these designs in their own research papers. They can engage in academic dialogue with each other during the workshop where they present and comment on the work of their peers.

Standardized goals as defined by the department of politics and public administration relevant for this course:

1. Students are able to design a research project.
2. Students are able to collect and analyze data.

Requirements and modalities

Requirements for this course are threefold: First, you come to class having carefully read and thought about the assigned reading materials for the week and participate actively in class discussions. You may fail to attend two sessions. Please note that the Saturday workshop at the end of the course counts as four individual sessions. If you cannot be present at the final workshop, you cannot attend this seminar.

Second, you write two 600-700 words reviews of two of the assigned readings. You can choose for yourself for which sessions and on which articles you want to do your reviews. The reviews must be submitted by midnight of the day before the day the text you chose to review is due to be discussed in class. The idea behind the review is that by writing a critique that addresses all elements a good research paper should include, you become better prepared to write your own.

Third, you develop, present at the workshop and hand in a research paper on your chosen topic related to colonial, imperial or communist legacies in third wave democracies. You are free to choose your cases, and you are also free to do a comparative case study or a quantitative analysis. For the student projects, quantitative and qualitative studies that exploit sub-national variance between units that historically belonged to different regimes, but are part of the same political system in present times are particularly promising since they resemble the conditions of a “natural experiment” (Dunning). The research paper should be appr. 6000 words, and should cover a clearly stated research question, theory and hypotheses that speak to the question, a well-justified case selection, justification and explanation of the chosen methodological approach and your own empirical analysis on the basis of which you answer your question. It must be uploaded to ILIAS as a PDF by 15 September 2019, 23.59h. You present your research plan for this paper at the workshop on Saturday, 29 June 2019. A short handout of your presentation at the workshop must be submitted to ILIAS by 27 June 2019 to give your discussant a chance to prepare comments for the workshop.

Grades will be based on a combination of in-class participation (10%), presentation and discussant role at the workshop (20%) and the research paper (70%). Submitting the two reviews is a condition for passing the class, but they will not be graded. Late submissions will lower your grade by 0.3 for each day your work is overdue, unless you provide a justified excuse on time. Please note that a student job does not count as a justified excuse.

I will provide you with more detailed guidelines on how to write a review and a research paper in class. I will also provide guidance on narrowing down your topic for the research paper. Please note that I have zero tolerance for plagiarism, which according to the Oxford Dictionary (online edition) is defined as “the practice of taking someone else’s work or ideas and passing them off as one’s own”. Students caught plagiarizing will automatically fail the seminar. For further information see Jones, L.R. (2011): *Academic Integrity & Academic Dishonesty: A Handbook About Cheating & Plagiarism*: <https://repository.lib.fit.edu/handle/11141/2601?show=full>.

Individual sessions and literature to be prepared for each week (= suited for writing an article review)**

16 April 2019. Introduction.

For this first session, you do not have to prepare any material. We introduce the topic of the seminar and discuss our plan for the whole semester.

23 April 2019. Historical legacy explanations: A classical example

Putnam, Robert D., with Leonardi, Robert & Nanetti, Raffaella Y. (1993). *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press. See Ilias-excerpt: pp. 3-7, 115-116, chapter 5, and chapter 6.

Optional: Brubaker, W. R. (1990). Immigration, citizenship, and the nation-state in France and Germany: A comparative historical analysis. *International sociology*, 5(4), 379-407. (Another classical example of a legacy explanation, this time from the field of migration and citizenship).

30 April 2019. What are historical legacies? Definitions and overview of the field

Simpser, A., Slater, D., & Wittenberg, J. (2018). Dead but not gone: contemporary legacies of communism, imperialism, and authoritarianism. *Annual Review of Political Science*, 21, 419-439.

Wittenberg J. (2015). Conceptualizing historical legacies. *East European Politics and Societies and Cultures* 29(2): 366–378.

Optional: Collier, Ruth Berins, and Collier, David (1991). *Shaping the political arena: Critical junctures, the labor movement, and regime dynamics in Latin America*. Princeton: Princeton University Press. Pp. 3-39.

7 May 2019. How can we identify historical legacies? CHA, natural experiments and extinct borders

Mahoney, J., & Rueschemeyer, D. (2003) Comparative Historical Analysis. Achievements and Agendas, in: Mahoney, J., & Rueschemeyer, D (Eds.) *Comparative Historical Analysis in the Social Sciences*, pp. 3-38. Cambridge: Cambridge University Press.

Dunning, T. (2012). *Natural Experiments in the Social Sciences. A Design-Based Approach*. Cambridge University Press. Read chapter 1: Why natural experiments?

Optional: Keele, Luke J., & Titiunik, Rocío. 2015. Geographic Boundaries as Regression Discontinuities.

Political Analysis, 23(1), 127–155

Optional: Fernández, Raquel. 2010. Does Culture Matter? National Bureau of Economic Research. Working Paper 16277. <http://www.nber.org/papers/w16277>.

14 May 2019. Colonial legacies

Guest Presentation by Anselm Hager from our department: *Do Inheritance Customs Affect Political and Social Inequality?* (joint work with Hanno Hilbig)

**Mahoney, James. (2010). *Colonialism and postcolonial development: Spanish America in comparative perspective*. Cambridge University Press, Introduction and Conclusion.

**Acemoglu, Daron, Johnson, Simon, Robinson, James A. (2001) . The Colonial Origins of Comparative Development: An Empirical Investigation. *The American Economic Review*, 91 (5), pp. 1369-1401

21 May 2019. Communist legacies

Pop-Eleches, Grigore, Tucker, Joshua A. (2017). *Communism's Shadow: Historical Legacies and Contemporary Political Attitudes*. Princeton: Princeton University Press. Chapter 1: Communism's Shadow.

**Alesina, Alberto, Fuchs-Schündeln, Nicola (2007). Good-Bye Lenin (or Not?): The Effect of Communism on People's Preferences. *The American Economic Review* 97(4). pp. 1507-1528.

28 May 2019. Imperial legacies

**Grosfeld, Irena, Zhuravskaya, Ekaterina (2015). Cultural vs. economic legacies of empires: Evidence from the partition of Poland. *Journal of Comparative Economics*, 43(1), 55-75.

**Popescu, Bogdan. (2019) Military Colonialism, Communal Property Rights and Long-Term Development: A Quasi-Natural Experiment in the Habsburg Empire, *Work in Progress*.

4 June 2019. Colonial legacies or foreign intervention?: DIFFERENT ROOM; TBA!

Research talk by Elizabeth Schmidt from Loyola University Maryland: *Foreign Intervention in Africa after the Cold War: The Role of Outsiders in the Current Crisis*

11 June 2019. Mechanisms of transmission: Institutions and Elites, Families and Communities

Kubik, Jan. (2003). Cultural Legacies of State Socialism. History Making and Cultural-Political Entrepreneurship in Postcommunist Poland and Russia, in *Capitalism and Democracy in Central and Eastern Europe. Assessing the Legacy of Communist Rule*, ed. Grzegorz Ekiert and Stephen E. Hanson, pp. 317-351. Pages for reading tba.

Peisakhin Leonid. 2015. Cultural legacies: persistence and transmission. In *The Political Economy of Governance: Studies in Political Economy*, ed. N Schofield, G Caballero, pp. 21–39. Basel, Switz.: Springer Int. Pages for reading tba.

** Charnysh, Volha. (2015). Historical Legacies of Interethnic Competition: Anti-Semitism and the EU Referendum in Poland. *Comparative Political Studies*, 48(13), 1711–1745.

Optional: **Nunn, Nathan, & Wantchekon, Leonard. 2011. The Slave Trade and the Origins of Mistrust in Africa. *American Economic Review*, 101(7), 3221–3252. (*Published piece*)

18 June 2019. NO SEMINAR – ENTERS WORKSHOP SESSION

Use this and the next week to work on your presentation

25 June 2019. Summary of the Seminar and Last Minute Queries regarding Workshop Preparation

Your notes taken during the semester

Your draft presentation for the workshop

*****SATURDAY, 29 June 2019*****

“Research Workshop on Historical Legacies”

University of Konstanz 10:00 - 16:30 in F427 (equals four sessions), Speakers and Titles tba ☺