

Tulane University  
Undergraduate Program in Political Economy  
PECN 6000  
Political Economy in Historical Perspective  
Fall 2024

Professor: Patrick Testa

Course hours: Thursdays, 3:30-5:55pm

Course location: 118 Norman Mayer Hall

Office: 201 Tilton Memorial Hall

Office hours: Thursday, 2:15–3:15pm (please email to schedule an appointment)

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## Overview

*Homo sapiens* evolved approximately 300,000 years ago. Yet, modern human civilization emerged only about 6000 years ago. Modern states and economic growth, meanwhile, are largely the product of only the past 300 years. This course will explore how the modern political economy suddenly emerged and evolved over time, using a combination of theory and evidence from rational choice approaches and cutting-edge empirical research. Students should be juniors or seniors with prior training in basic microeconomics and positive political economy. It is also helpful to have a background in basic game theory and econometrics, although it is not necessary.

## Course goals and objectives

In this course:

1. In the first half of the course, students will learn about early modern states, including how and when they first emerged.
2. Students will apply the tools of political economy to understand why some early states evolved into democracies while others saw power remain concentrated among a dictator, monarch, or small group of elites.
3. Students will understand how variation in institutions (e.g., political, economic, religious) gave rise to modern economic growth, through investments in human capital, technology, and other channels.
4. In the second part of the course, we will shift our focus to the case of the United States, with emphasis on the period between 1850 and 1950.
5. Students will read cutting-edge research and develop a research idea focusing on historical political economy, which will serve as the basis of a paper.

## Weekly readings and assignments

Lectures will be based in large part on readings from:

- Mark Koyama and Jared Rubin (2022). *How the World Became Rich*. Polity Press.
- Oded Galor (2022). *The Journey of Humanity*. Penguin Random House Press.

as well as several academic articles, which are listed on the schedule below. You are expected to read these *to the best of your ability* prior to each class so that you may participate in class discussions. To ensure this, I ask that you complete a “reading and analysis” assignment prior to each class to help facilitate discussion. As part of this assignment, you will briefly summarize the required articles’ arguments or main points, and generate two or so questions about or related to that article, which you can then pose during class. I ask that you email these assignments to me prior to each lecture, as part of your participation grade. Based in part on these questions, I will then prepare a longer list of questions and other prompts as a jumping-off point for our in-class discussion, which I will post prior to each class.

## Presentations

For most of our meetings after the first week, one student will lead a 30 minute presentation on one of the listed readings below (labeled “Presentation Readings”). You may also present on an article that is not in the syllabus, with advanced approval. Grades will be based on both completeness (i.e. did you prepare to speak for the full 30 minutes?) and analysis (i.e. did you accurately summarize and interpret the article’s findings?). However, you may focus on different aspects of the paper of your choosing (for example, the institutional setting, the theory, the econometrics, possible extensions, criticisms, etc.). Non-presenters are expected to engage and ask questions. Additional instructions will be posted on Canvas.

## Paper

A central part of this course involves the development of a research idea and corresponding essay. On December 13, the date designated for our final exam, you will complete and submit a final paper, consisting of a developed (i) research question, (ii) literature review, (iii) method of inquiry, as well as (iv) preliminary analysis, using data, historical evidence, and/or theory to test your research question, of at least 20 pages in length (12 point font, double-spaced) for students in the **writing-intensive portion**. All other students may submit a final paper of any length. Additional instructions will be posted on Canvas. We will also meet in person on this date for brief verbal presentations.

## Grades

Your grade will consist of a total of 100 points. Of these, 30 will be derived from the weekly written assignments on readings and participation in class discussions thereof. 30 will be derived from your presentation. The remaining 40 will be derived from a ~ 20 page paper, which you will complete and hand in by December 13. You may select any (relevant) topic for this final paper, subject to my approval. Students in the **writing-intensive portion**

should submit to me a  $\geq 10$  page draft at least two weeks prior to the due date, upon which they will receive feedback. In general,  $\geq 93$  points will guarantee an A, 90-92.5 an A-, 88-89.5 a B+, 83-87.5 a B, etc.

### **Attendance policy**

As part of your participation grade, you should attend class and take notes so that you are aware of assignments and deadlines as well as any scheduling changes that may arise. Students should communicate to me via email when they will be absent and rely on office hours (please come see me!) as well as help from peers to fill in any blanks. Only a formal note from a doctor may qualify a student to delay any deadline.

### **ADA/Accessibility**

Tulane University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please let me know immediately so that we can privately discuss options. I will never ask for medical documentation from you to support potential accommodation needs. Instead, to establish reasonable accommodations, I may request that you register with the Goldman Center for Student Accessibility. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. Goldman Center contact information: goldman@tulane.edu, accessibility.tulane.edu, or (504) 862-8433.

### **Code of academic conduct**

The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Code of Academic Conduct and Code of Student Conduct) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

### **Statement of equity, diversity, and inclusion**

Equity, diversity, and inclusion (EDI) are important Tulane values that drive excellence in our learning environments and help us build a supportive culture and climate for every member of our community. Diversity refers to many different identities and experiences that include the following and more: race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran status (or any other classification protected by applicable law). To live our values of EDI with one another, we acknowledge that each of us have areas of strength and growth in our EDI learning and competency that we each continuously work on to sustain EDI on our campus.

## Religious accommodation policy

Per Tulane's religious accommodation policy and our core values of diversity and inclusion, I will make every reasonable effort to ensure that students are able to observe religious holidays without jeopardizing their ability to fulfill their academic obligations. Excused absences do not relieve the student from the responsibility for any course work required during the period of absence. Students should notify me within the first two weeks of the semester about their intent to observe any holidays that fall on a class day or on the day of the final exam.

## Course calendar

### Part One: A Political-Economic History of the World

8/22: Introduction / Why Historical Political Economy?

Required Readings:

- Nunn, Nathan (2009). "The Importance of History for Economic Development." *Annual Review of Economics*. 1:65-92.
- Jenkins, Jeffrey and Jared Rubin. "Historical Political Economy: What Is It?." *The Oxford Handbook of Historical Political Economy*. 1:3-16.

8/29: The Dawn of Human Civilization

Required Readings:

- Galor, Chapters 1–2.

Presentation Readings:

- Olson, Mancur (1993). "Dictatorship, democracy, and development," *American Political Science Review*. 87:567-76.
- Stasavage, David (2021). "Biogeography, writing, and the origins of the state," *Handbook of Historical Economics*. Ch. 28. 881-902.

9/5: Origins of Capitalism and Modern Economic Growth

Required Readings:

- Koyama and Rubin, Chapters 1–3.

9/12: The Rise of Inclusive Institutions

Required Readings:

- Koyama and Rubin, Chapter 7.
- North, Douglass C. and Barry R. Weingast (1989). "Constitutions and commitment: The evolution of institutions governing public choice in Seventeenth-Century England," *Journal of Economic History*. 49:308-32.

9/19: Colonialism and Paths of Development

Required Readings:

- Galor, Chapter 8.
- Koyama and Rubin, Chapter 6.

Presentation Readings:

- Acemoglu, Daron, Simon Johnson, and James A. Robinson (2001). “The colonial origins of comparative development: An empirical investigation,” *American Economic Review*. 91:1369-1401.
- Sokoloff, Kenneth L. and Engerman, Stanley L. (2000) “History lessons: Institutions, factor endowments, and paths of development in the New World,” *Journal of Economic Perspectives*. 14:217-32.

9/26: Mass Education and Redistribution

Required Readings:

- Galor, Chapter 4.
- Acemoglu, Daron and James A. Robinson (2000). “Why did the West extend the franchise? Democracy, inequality, and growth in historical perspective,” *Quarterly Journal of Economics*. 115:1167-99.

Presentation Readings:

- Paglayan, Agustina S. (2021). “The non-democratic roots of mass education: Evidence from 200 years,” *American Political Science Review*. 115:179-198.
- Testa, Patrick A. (2018). “Education and propaganda: Tradeoffs to public education provision in nondemocracies,” *Journal of Public Economics*. 160:66-81.

10/3: No Class (Fall Break)

10/10: Culture and Development

Required Readings:

- Galor, Chapter 9.
- Koyama and Rubin, Chapter 4.

Presentation Readings:

- 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).
- Nunn, Nathan (2012). “Culture and the Historical Process,” *Economic History of Developing Regions*. 27(S1).

10/17: Nationalism and the Nation State

Required Readings:

- Greenfeld, Liah. 1992. *Nationalism: Five Roads to Modernity*. Harvard University Press, pp. 29–51.
- Boix, Carles (2023). The Historical Political Economy of Nationalism. *Oxford Handbook of Historical Political Economy*. 1:541-58.

Presentation Readings:

- Alesina, Alberto, Bryony Reich and Alessandro Riboni (2020). “Nation-Building, Nationalism, and Wars.” *Journal of Economic Growth*.
- Testa, Patrick A. (2021). “The economic legacy of expulsion: Lessons from postwar Czechoslovakia,” *Economic Journal*. 131:2233-71.

10/24: Industrialization and Globalization

Required Readings:

- Koyama and Rubin, Chapter 8–9.

Presentation Readings:

- Atack, Bateman, Haines, and Margo (2010). “Did Railroads Induce or Follow Economic Growth? Urbanization and Population Growth in the American Midwest, 1850–1860.” *Social Science History*. 34(2): 171-97.
- O’Rourke, Kevin H. (2023). “The Historical Political Economy of Globalization.” *The Oxford Handbook of Historical Political Economy*. 1:581-96.

## **Part Two: U.S. Political Economy in Historical Perspective**

10/31: Economics of the American Civil War

Required Readings:

- Logan, Trevon and Richard Hornbeck (2023). “One Giant Leap: Emancipation and Aggregate Economic Gains.” Working Paper.

Presentation Readings:

- Ager, Phillip, Leah Boustan, and Katherine Eriksson (2021). “The intergenerational effects of a large wealth shock: White southerners after the Civil War,” *American Economic Review*. 111(11): 3767-94.
- Calomiris, Charles W. and Jonathan Pritchett. (2016). ”Betting on Secession: Quantifying Political Events Surrounding Slavery and the Civil War,” *American Economic Review*. 106(1): 1–23.
- Kris Mitchener, Kim Oosterlinck, and Jean Lacroix (2023). “Domino Secessions: Evidence from the U.S.” Working Paper.

11/7: Politics of the American Civil War

Required Readings:

- Bazzi, Samuel, Andreas Ferrara, Martin Fiszbein, Thomas Pearson, and Patrick A. Testa (2023) “The Confederate Diaspora,” Working Paper.
- Williams, Jhacova A. (2017). “Historical lynchings and contemporary voting behavior of blacks,” *American Economic Journal: Applied Economics*.

Presentation Readings:

- Ang, Desmond (2023). “*The Birth of a Nation: Media and Racial Hate*,” *American Economic Review*.
- Esposito et al. (2023). “Reconciliation Narratives: *The Birth of a Nation* after the US Civil War” *American Economic Review*.
- Ottinger, Sebastian and Max Posch (2023). “The Political Economy of Propaganda: Evidence from U.S. Newspapers,” Working Paper.
- Testa, Patrick A. and Jhacova Williams (2024). “The Political Foundations of Racial Violence in the Post-Reconstruction South,” Working Paper.

11/14: Economics of Migration in America

Required Readings:

- Boustan, Leah. 2017. *Competition in the Promised Land*. Princeton University Press, Chapters 1–2.
- Gregory, James. 2005. *The Southern Diaspora*. UNC Press, pp. 81–89.

Presentation Readings:

- Hornbeck and Naidu (2014). “When The Levee Breaks: Black Migration and Economic Development” *American Economic Review*.
- Sequiera, Nunn and Qian (2020). “Immigrants and the Making of America”. *Review of Economic Studies*.

11/21: Politics of Migration in America

Required Readings:

- Bazzi, Samuel, Andreas Ferrara, Martin Fiszbein, Thomas P. Pearson, and Patrick A. Testa (2021). “The other Great Migration: Southern whites and the New Right,” *Quarterly Journal of Economics*.
- Calderon, Fouka, and Tabellini (2023). “Racial Diversity and Racial Policy Preferences: The Great Migration and Civil Rights,” *Review of Economic Studies*. 90(1), 165-200.

Presentation Readings:

- Bazzi et al (2019). “Frontier culture: The roots and persistence of “rugged individualism” in the United States” *Econometrica*.

- Fouka (2019). “How Do Immigrants Respond to Discrimination? The Case of Germans in the US During World War I” *American Political Science Review*.
- Giuliano, Paola and Marco Tabellini (2020). “The seeds of ideology: Historical immigration and political preferences in the United States,” *American Economic Review*.

11/28: No Class (Thanksgiving Break)

### **Epilogue: The Long Shadow of History**

12/5: Poverty, Animus, and (Dis)trust

Required Readings:

- Acharya, Avidit, Matthew Blackwell, and Maya Sen (2023). ”Historical persistence,” Oxford Handbook of Historical Political Economy. 1:117-42.
- Voigtländer, Nico and Hans-Joachim Voth (2012) .“Persecution perpetuated: The medieval origins of anti-Semitic violence in Nazi Germany,” *Quarterly Journal of Economics*. 127:1339-92.

Presentation Readings:

- Dell, Melissa (2010). “The persistent effects of Peru’s mining *mita*,” *Econometrica*. 78:1863-1903.
- Becker, Sascha O., Katrin Boeckh, Christa Hainz, and Ludger Woessmann (2014). “The empire is dead, long live the empire! Long-run persistence of trust and corruption in the bureaucracy,” *Economic Journal*. 126:40-74.

12/13: Final “exam” period / final paper due date and roundtable

*Note: order of material may be subject to change.*

## Title IX

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you or someone you know has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at [allin.tulane.edu](http://allin.tulane.edu). Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want. You can also make a report yourself, including an anonymous report, through the form at [tulane.edu/concerns](http://tulane.edu/concerns).

Confidential	Private
<i>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
Counseling & Psychological Services (CAPS)   (504) 314-2277 or The Line (24/7)   (504) 264-6074	Case Management & Victim Support Services   (504) 314-2160 or <a href="mailto:rsrss@tulane.edu">rsrss@tulane.edu</a>
Student Health Center   (504) 865-5255	Tulane University Police (TUPD)   Uptown - (504) 865-5911. Downtown – (504) 988-5531
Sexual Aggression Peer Hotline and Education (SAPHE)   (504) 654-9543	Title IX Coordinator   (504) 314-2160 or <a href="mailto:msmith76@tulane.edu">msmith76@tulane.edu</a>

## Emergency preparedness and response

EMERGENCY NOTIFICATIONS: TU ALERT	SEVERE WEATHER
<p>In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and/or phone call. You were automatically enrolled in this system when you enrolled at the university.</p> <p>Check your contact information annually in Gibson Online to confirm its accuracy.</p>	<ul style="list-style-type: none"> <li>▪ Follow all TU Alerts and outdoor warning sirens</li> <li>▪ Seek shelter indoors until the severe weather threat has passed and an all-clear message is given</li> <li>▪ Do not use elevators</li> <li>▪ Do not attempt to travel outside if weather is severe</li> </ul> <p>Monitor the Tulane Emergency website (<a href="http://tulane.edu/emergency/">tulane.edu/emergency/</a>) for university-wide closures during a severe weather event</p>
ACTIVE SHOOTER / VIOLENT ATTACKER	EVERBRIDGE APP
<ul style="list-style-type: none"> <li>▪ <b>RUN</b> – run away from or avoid the affected area, if possible</li> <li>▪ <b>HIDE</b> – go into the nearest room that can be locked, turn out the lights, and remain hidden until all-clear message is given through TU ALERT</li> <li>▪ <b>FIGHT</b> – do not attempt this option, except as a last resort</li> <li>▪ For more information or to schedule a training, visit <a href="http://emergencyprep.tulane.edu">emergencyprep.tulane.edu</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Download the Everbridge app from the App Store or Google Play store</li> <li>▪ The Report feature allows you to silently and discreetly communicate with TUPD dispatchers</li> <li>▪ The SOS button allows you to notify TUPD if you need help</li> <li>▪ The Safe Corridor button serves as a virtual escort and allows you to send check-in notifications to TUPD</li> </ul>