Universidad de Navarra

Regional Studies:The political economy of Emerging Countries

Guía docente 2026-27

PRESENTACIÓN

Breve descripción: This course is intended as an introduction to the field of political economy of institutions and development. Its purpose is to give you both a sense of the research topics and a good command of the tools in the area, as they apply to a group of countries that can be called "emerging economies". It will cover a scope of important topics in the area, ranging from constitutional choice, voting, constraints, culture and values, to the influence of economic and political institutions in the process of economic development.

- **Titulación**: Economics Leadership & Governance (ELG)
- **Módulo/Materia**: 7.2 Estudios regionales: Emergentes
- **ECTS**: 3 (75 horas)
- **Curso, semestre**: 5th year, 2nd semester
- **Carácter**: Cumpulsory
- **Profesorado**: Martin Rode
- **Idioma**: English
- **Aula, Horario**: Aula 10 (FCOM), Monday 10:00-12:00;

COMPETENCIAS

- SSOP11: Acquiring principles of leadership, argumentation, and/or communication that allow for navigating complex and globalized economic environments.
- SSOP12: Acquiring basic principles of philosophy and understanding their relationship with economics in a globalized environment.
- SSOP13: Acquiring basic knowledge of law and understanding its relationship with economics in a globalized environment.
- SSOP14: Acquiring basic principles of politics and understanding their relationship with economics in a globalized environment.
- SSOP15: Acquiring basic principles of international relations and understanding their relationship with economics in a globalized environment.

PROGRAMA

Chapter 1: Constitutions, Property Rights, and Development

19.01.2026: Lecture

26.01.2026: Discussion (Nº1)

02.02.2026: Presentations (Nº1)

Chapter 2: Political Preferences, Fractionalization, and Collective Action

09.02.2026: Lecture

16.02.2026: Discussion (Nº2)

23.02.2026: Presentations (Nº2)

Chapter 3: The Political Marketplace and Values of Progress

02.03.2026: Lecture

09.03.2026: Discussion (Nº3)

16.03.2026: Presentations (Nº3)

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13.04.2026: Discussion (Nº4)

20.04.2026: Presentations (Nº4)

ACTIVIDADES FORMATIVAS

Required activities:

- Class participation (in-perspon)
- Reading assignments and discussion
- Presentation
- Essay

EVALUACIÓN

Grade composition

- *Literature Essay*: 40%
- *Presentation*: 30%
- *Contributions in class*: 30%

Grading activities

- Theoretical lectures are imparted and compulsory! There is no final exam for this class.
- The *literature essay* is to be written by each student individually with a maximum of 5.000 words. The essay will be based on the paper assigned for presentation, effectively summarizing the state of knowledge in this specific area. Via an individual literature search, each student is to take the literature review in a specific direction of personal interest, going further than what is offered in the original paper. Please take note that this is not a group activity. The ethical standards of a scientific working style apply, and the use of AI in the creation of content must be duly acknowledged. Citation style for papers
- *Presentations* are to be given in groups of three or four students of a specific paper assigned by the teacher at random. They will be related to the topics covered in class. Presentations will be 15 minutes each, followed by 5 minutes of questions from the teacher, and a 5 minute round-off discussion in class.
- *Contributions in class* are evaluated with 3 points towards the final mark. Students are expected to actively participate in the lectures, presentation debates, and prepare the assigned texts to discuss them in class on the discussion days. (In case of an excused absence on a discussion day, the corresponding points can be obtained by handing-in a written summary of the discussion papers of ca. 1000 words by Sunday of that same week. The use of AI in the creation of content must be duly acknowledged.)

Essay hand-in: 16.05 (deadline: 23:59:59 CET) via ADI

Presentation dates: Consult individual presentation groups.

Students temporally off-campus:

- Evaluation for students off-campus is identical.

CONVOCATORIA ORDINARIA

- TBA

CONVOCATORIA EXTRAORDINARIA

- The extraordinary examination scheme is identical. Group presentations will be substituted by individualized PPT hand-ins of the assigned paper. Contributions in class will consist of all five written discussion paper summaries. All documents are to be handed-in to the teacher on the date of the scheduled extraordinary exam.

HORARIOS DE ATENCIÓN

Dr. Martin Rode (martinrode@unav.es)

- Despacho 2070, Edificio Amigos. Planta 2 (hilera)
- Horario de tutoria: By appointment on Monday 12:00-14:00 and Thursday 12:00-14:00.

BIBLIOGRAFÍA

Discussions

1.

- North, Douglass C. (1994). Economic Performance Through Time. *The American Economic Review 84*(3), 359-368. Find it in the library
- Olson, Mancur (1996). Big Bills Left on the Sidewalk: Why Some Nations are Rich, and Others Poor. *Journal of Economic Perspectives* 10(2), 3-24. Localízalo en la Biblioteca

2.

- Alesina, Alberto, Arnaud Devleeschauwer, William Easterly, Sergio Kurlat & Romain Wacziarg (2003). Fractionalization. *Journal of Economic Growth* 8(2), 155-194. Find it in the library
- Southall, Roger (2019). Polarization in South Africa: Toward Democratic Deepening or Democratic Decay? *The Annals of the American Academy of Political and Social Science* 681(1), 42-61. Find it in the library

3.

- Boettke, Peter J., Christopher J. Coyne & Peter T. Leeson (2008). Institutional stickiness and the new development economics. *American Journal of Economics and Sociology* 67(2), 331-358. Find it in the library.
- Bjørnskov, C., & Rode, M. (2022). Late colonial antecedents of modern democracy. *Journal of Institutional Economics*, *18*(4), 569-586.

4.

- Xu, Chenggang (2011). The fundamental institutions of China's reforms and development. *Journal of Economic Literature* 49(4), 1076-1151. Find it in the library

Presentations

1.

- Acemoglu, Daron, Simon Johnson & James A. Robinson (2001). The Colonial Origins of Comparative Development: An Empirical Investigation. *The American Economic Review* 91(5), 1369-1401.
- La Porta, Rafael, Florencio López de Silanes & Andrei Shleifer (2008). The Economic Consequences of Legal Origins. *Journal of Economic Literature* 46(2), 285-332.

- Maseland, Robbert (2018). Is colonialism history? The declining impact of colonial legacies on African institutional and economic development. *Journal of Institutional Economics* 14(2), 259-287.

2.

- Banerjee, Abhijit & Rohini Somanathan (2007). The political economy of public goods: Some evidence from India. *Journal of Development Economics* 82, 287–314.
- Dell, Melissa (2010) The Persistent Effects of Peru's Mining Mita. *Econometrica* 78 (6), 1863-1903.
- Miguel, Edward (2004) Tribe or Nation? Nation Building and Public Goods in Kenya versus Tanzania. *World Politics* 56, 327-362.

3.

- Congdon Fors, Heather (2014). Do island states have better institutions? *Journal of Comparative Economics* 42, 34-60.
- Guardado, Jenny (2018). Office-Selling, Corruption, and Long-Term Development in Peru. *American Political Science Review* 112(4), 971-995.
- Seidler, Valentin (2018). Copying informal institutions: the role of British colonial officers during the decolonization of British Africa. *Journal of Institutional Economics*, *14*(2), 289-312.

4.

- Aidis, Ruta, Saul Estrin & Tomasz Mickiewicz (2008). Institutions and entrepreneurship development in Russia: A comparative perspective. *Journal of Business Venturing* 23(6), 656-672.
- Blair, Robert A., Benjamin Morse & Lily L. Tsai (2017). Public health and public trust: Survey evidence from the Ebola Virus Disease epidemic in Liberia. *Social Science & Medicine* 172, 89-97.
- Wei Cui (2017) Social Trust, Institution, and Economic Growth: Evidence from China. *Emerging Markets Finance and Trade* 53(6), 1243-1261.

Complementary Bibliography

- Holcombe, Randall G. (2016) *Advanced Introduction to Public Choice*. Cheltenham UK: Edward Elgar.