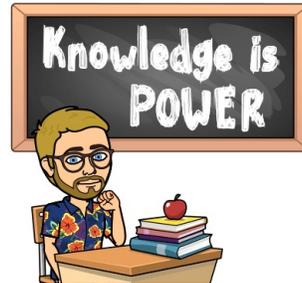


Politics of Developing Areas

CPO 3034-0001

Who: Jordan Holsinger
Where: Bellamy 0005
When: T/Th 3:35 PM - 4:50PM
Email: jholsinger@fsu.edu (or Canvas)
Office: Bellamy 543
Office Hours T/Th 10-11AM or by appt.



Course Description

Political science research has drawn heavily on the study of well-established democracies, characterized by stable institutions and rule making processes. The majority of the world, however, does not live under these conditions. This course will familiarize students with major concepts, theories, and research in comparative politics regarding politics outside of North America and Western Europe. A range of topics will be discussed, including poverty, education, health, and power. We will explore how history, institutions, and culture affect politics in the context of developing areas.

No survey of developing areas can claim to cover the diversity of historical experiences and contemporary political systems that coexist throughout the world. In order to impose some boundaries on the vast amount of information potentially available to the student on the topic, we will focus mainly on institutional and historical/contextual differences. While a diversity of research is assigned on the syllabus, we may spend longer on some topics than others, so the cases in the course calendar are subject to change. All cases will shed broader light upon the political phenomena important to comparative politics. Objectives of the course are the following:

- To give students the ability to conceptually distinguish different types of states with regard to their economic and political institutions.
- To create an understanding of the ways in which development is measured and the utility and pitfalls of these approaches.
- To develop the tools for students to critically engage with current events in comparative politics.

Recommended Texts

All texts for the course will be available either uploaded on Canvas or available through the FSU online library. It is the student's responsibility to acquire these materials.

Course Evaluation

Your grade in the course is comprised of two exams (20% each), participation (15%), in-class quizzes (10%), current event drafts (15%), and the current event analysis (20%).

The grading scale for this class is as follows:

Grade	Percentage	Grade	Percentage	Grade	Percentage
B+	89 - 87%	A	100 - 93%	A-	92 - 90%
C+	79 - 77%	B	86 - 83%	B-	82 - 80%
D+	69 - 67%	C	76 - 73%	C-	72 - 70%
		D	66 - 63%	D-	62 - 60%
		F	59 - 0%		

Grades will be rounded to the nearest whole number. (For example, 79.4 will be counted as a 79 and an 89.5 will be counted as a 90.)

Exams - 40%

The midterm and final will both be multiple choice exams and not exceed 50 questions. They are worth 20% of the final grade.

Participation - 15%

It is imperative that students attend and participate in class. This includes, deeply engaging the material prior to class, asking questions, actively listening in lecture, and discussing the material while respecting the contributions of others. If you achieve all of these things, then you will receive the highest participation grade. Although attendance does not stand alone as a criterion for course evaluation, it is included in participation, since you cannot participate if you do not attend class.

I will enter a weekly participation grade at the end of each week. As a guide consider some examples regarding a week where we meet for class five times (Monday through Friday). A student who does not attend class during any day of the week would receive 0/10. A student who attends every day and appears to be awake and respectful, but does not offer answers to questions and prompts by the instructor or their own commentary will receive 5/10. A student who attends every day and appears to be awake and respectful, and offers multi-word responses to questions and prompts in class and their own commentary will receive 10/10. If at the end of the week, you do not feel that your participation grade accurately reflects your contribution to class, please contact me as soon as possible. I am happy to correct any errors and discuss ways that students can improve their in-class contributions. Adjustments to participation will not be made retroactively beyond the following week.

If absences meet the “excused” criteria defined by the University Attendance Policy, I will not include the excused day in the calculation of participation grades. The university policy

states that: “[D]ocumented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.”

Quizzes - 10%

Quizzes will be administered throughout the semester, some with warning and some without warning. The only necessary preparation for the quizzes will be engaging the course material prior to arriving in class. I will give between 12 and 16 quizzes during the course. I will only count your highest 10 quiz grades.

Current Event Rough Drafts - 15%

You will submit rough drafts of each section of your Current Event Analysis periodically throughout the semester. Each draft should be 1-2.5 pages, double-spaced, 12 point font, Times New Roman, with 1 inch margins. Given the conciseness of the assignment, I expect no grammatical errors. Students must submit drafts online to Canvas by noon the day of class for it to receive a grade. Each one is worth 3%. See Current Event Analysis assignment sheet for more information.

Current Event Analysis - 20%

At the end of the semester students will turn in an approximately 5-10 page analysis of a current event in the developing world. The purpose of this assignment is to apply the information acquired in this course to an ongoing issue in one part of the developing world. This assignment is due on by noon on Friday, August 2nd and will be submitted on Canvas. See Current Event Analysis assignment sheet for more information.

Course Policies

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Make-up Exams and Quizzes: Students must have a university approved excuse (see above) in order to complete an exam on a different date than scheduled. Students are responsible for contacting the instructor prior to the exam, unless the circumstances of excuse prevent it. In the latter case, the student must do so as soon as possible. It is the student's responsibility to arrange the new exam date with the instructor in a timely manner. Make-

up quizzes will only be administered with a university approved excuse.

Conduct in the Classroom: Come to class on-time and do not leave early. Come prepared to actively participate. Some course topics we will be discussing have the potential to be contentious issues. As such, all members of the class are expected to promote common courtesy and respectful dialogue with all people. Before speaking, a student should take into account the range of diversity of opinion and experience that exists on our campus. Students will not engage in any attack towards an individual or any group based on ability, age, class, creed, ethnicity, gender, race, religion, or sexual orientation. If a student is unable to uphold this policy, their participation grade will be adversely affected. Repeated violation of this policy may result in removal from the course.

Incompletes: Incompletes will be determined on an individual basis and generally will only be granted in extreme cases at the discretion of the instructor and in consultation with the Dean of Student/Dean of the College of Social Sciences. Please see me as soon as possible to determine the correct course of action to handle any major situations regarding this course and/or taking an incomplete.

Academic Dishonesty: Instances of cheating and plagiarism will not be tolerated. If I observe any form of academic dishonesty, students will receive a 0 for the assignment. Additional punishment such as an F in the course or referral to the Dean of Students will be used at my discretion. Read the Florida State Academic Honor Code.

Technology in the Classroom: Students are not permitted to use cellphones in the classroom. If individuals believe that there is a reason warranting that a cellphone must be on in class, the student must consult with me ahead of time. Computer use for taking notes is permitted. If it appears that students are distracted by your activities on the computer, I will require you to sit in the back row to avoid this disturbance. If there is a different piece of technology that you wish to employ, consult with me prior to class.

College Policies

Americans with Disabilities Act: Students with disabilities needing academic accommodations should: (1) register with and provide documentation to the Student Disability Resource Center (SDRC); and (2) bring a letter to the instructor indicating that you need academic accommodations and what type. This should be done within the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University

Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu>

FSU Academic Honesty Code: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and... [to] strive for personal and institutional integrity at Florida State University." (See the Florida State University Academic Honor Policy for more information.)

Syllabus Change Policy: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Course Outline

August 27: Introduction to Course and Developing Area Politics

- Syllabus
- CGG Chapter 5

August 29: No Class!

September 3: What is science? What is Comparative Politics? How to read an Academic Paper.

- Poe & Tate 1994.
- CGG Chapter 2.

September 5: Institutions

- Huntington, Samuel P. 1968. Political Order in Changing Societies. Yale UP. pp. 1-32.
- Levitsky, Steven, and Maria Victoria Murillo. 2009. "Variation in Institutional Strength." Annual Review of Political Science 12: 115-133.

September 10: Democracy in Weak States I

- Productivity and Growth: Crash Course Economics #6 <https://www.youtube.com/watch?v=UHiUYj5EA0w>

- CGG Chapter 6
- Przeworski, Adam & Limongi Neto, Fernando Papaterra. "Modernization: Theories and Facts." *World Politics*, vol. 49 no. 2, 1997, pp. 155-183.

September 12: Democracy in Weak States II

- Ross, Michael L. 2006. "Is Democracy Good for the Poor?" *AJPS*. 50 (4): 860-874.
- Gerring, John, Strom Thacker, and Rodrigo Alfaro. 2012. "Democracy and Human Development." *Journal of Politics* 74 (1): 1-17.

September 17: Historical Legacies

- Reversal of Fortune
- Hariri, Jacob Gerner. "The Autocratic Legacy of Early Statehood." *American Political Science Review* 106.3 (2012)

September 19: Dictatorships I

- Gandhi, Jennifer & Adam Przeworski. 2007. 'Authoritarian Institutions and the Survival of Autocrats.' *Comparative Political Studies* 40: 1279-1301.
- Levitsky, Steven & Lucan A. Way. 2002. 'The Rise of Competitive Authoritarianism.' *Journal of Democracy* 13: 51-65.

September 24: Dictatorships II

- Reuter, Ora John, and Jennifer Gandhi. 2011. "Economic Performance and Elite Defection from Hegemonic Parties." *British Journal of Political Science*. 41(1).
- Ballard-Rosa, Cameron. 2016. "Hungry for Change: Urban Bias and Autocratic Sovereign Debt Default." *International Organization*.

September 26: Elections I - The Basics

- Gandhi, Jennifer, and Ellen Lust-Okar. 2009. "Elections under Authoritarianism." *Annual Review of Political Science* 12: 403-422.
- Simpser Chapter 1

October 1: Elections II - Vote Buying

- Susan Stokes. "Perverse Accountability." 2005. *American Political Science Review*, 99: 315-325.
- Rueda, Miguel. 2016. "Small Aggregates, Big Manipulation: Vote Buying Enforcement and Collective Monitoring." *American Journal of Political Science*.

It's October 3rd: Transparency and Information

- Wallace, Jeremy. “Juking the Stats? Authoritarian Information Problems in China.” *British Journal of Political Science* 46 (1): 11-29.
- Malesky, Edmund, Paul Schuler, and Anh Tran. “The Adverse Effects of Sunshine: A Field Experiment on Legislative Transparency in an Authoritarian Assembly.” *American Political Science Review* 1.1: 1-25.

October 8: Natural Resources I

- Dunning, Thad. 2008. *Crude Democracy: Natural Resource Wealth and Political Regimes*. Cambridge University Press. 1-36, 107-146.
- Ross, Michael. 2008. “Oil, Islam, and Women.” *American Political Science Review*. 102 (1): 107-123.

October 10: Natural Resources II

- Haber, Stephen and Victor Menaldo, 2011. “Do Natural Resources Fuel Authoritarianism? A Reappraisal of the Resource Curse,” *American Political Science Review*. Feb. 1-26.
- Andersen, Jørgen Juel and Michael Ross. 2014. “The Big Oil Change: A Closer Look at the Haber-Menaldo Analysis” *Comparative Political Studies*.

October 15: Review Day

October 17: Midterm Exam

October 22: Corruption

- Ferraz, Claudio, and Frederico Finan. “Exposing corrupt politicians: the effects of Brazil’s publicly released audits on electoral outcomes.” *The Quarterly Journal of Economics* 123.2 (2008): 703-745.
- Olken, Benjamin and Rohini Pande. “Corruption in Developing Countries,” *Annual Review of Economics* 4, pp. 479-505, July 2012.

October 24: Education

- Wang, Yuhua. “Do Colleges Breed Revolutionaries? Education and Political Participation in China.” Working paper.
- Stasavage, David. 2005. ‘Democracy and Education Spending in Africa.’ *American Journal of Political Science* 49: 343-358.

October 29: Health

- Electoral Authoritarianism and Human Development
- Violent Conflict and the Spread of HIV/AIDS in Africa.

October 31: Gender

- In Whose Interest? Gender and Mass-Elite Priority Congruence in Sub-Saharan Africa
- Gender, Electoral Competition, and Sanitation in India

November 5: Culture

- James Habyarimana, Macartan Humphreys, Daniel Posner and Jeremy Weinstein Why Does Ethnic Diversity Undermine Public Goods Provision?," *American Political Science Review* 101, 4 (November 2007), pp. 709-725
- The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi

November 7: Political Violence I

- Murdie, Amanda & Tavishi Bhasin. 2011. "Aiding and Abetting: Human Rights INGOs and Domestic Protest." *Journal of Conflict Resolution* 55: 163-191.
- Cingranelli, David & Mikhail Filippov. 2010. "Electoral Rules and Incentives to Protect Human Rights," *Journal of Politics*, 72(1): 243-257.

November 12: Political Violence II

- Fearon, James D., and David D. Laitin. "Ethnicity, insurgency, and civil war." *American political science review* 97.1 (2003): 75-90.
- Nielsen, Richard A., et al. 2011. "Foreign aid shocks as a cause of violent armed conflict." *American Journal of Political Science* 55.2: 219-232.

November 14: International Investment

- Finkel, Steven E., Perez Linan, Anibal S., and Mitchell A. Seligson. 2007. "The Effects of U.S. Foreign Assistance on Democracy Building, 1990-2003." *World Politics* 59 (3): 404-440.
- Rudra, Nita. 2005. "Globalization and the Strengthening of Democracy in the Developing World." *AJPS* 49 (4): 704-730.

November 19: Foreign Aid

- James D. Fearon, Macartan Humphreys, and Jeremy M. Weinstein (2009), "Can Development Aid Contribute to Social Cohesion After Civil War? Evidence from a Field Experiment in Post- Conflict Liberia" *American Economic Review*
- Wibbels, Erik. 2006. "Dependency Revisited: International Markets, Business Cycles, and Social Spending in the Developing World." *International Organization* Spring: 433-469.

November 21: Markets

- Stanislav Markus (2012). "Secure Property as a Bottom-Up Process: Firms, Stakeholders, and Predators in Weak States," *World Politics*, 64 (2) (April 2012): 242-277.
- Grossman, Shelby. *The politics of order in informal markets: Evidence from Lagos*. Diss. Harvard University, 2016.

November 26: NO CLASS!

November 28: Thanksgiving Break!

December 3: Public Goods

- READING TBD
- Lily Tsai "Solidary Groups, Informal Accountability, and Local Public Goods Provision in Rural China", *American Political Science Review*, vol.101, no.2 (May 2007), pp.355-372.

December 5: Review Day

December 9: Final Exam