

# Comparative Politics in Developing Nations

PS 241

Spring 2020

Instructor Hyo-Won Shin

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## Lecture

Monday & Wednesday, 5:00 – 6:20 PM @ 307 David Kinley Hall

## Office Hours

Monday, 2:00 – 3:00 PM & Wednesday, 3:00 – 3:30 PM @ 315 Armory; or by appointment

## Course Description

This course provides an overview of the politics and economics of the developing world and aims to familiarize students with theories about why countries have different levels of economic development and different political systems and about the consequences of such variation. We explore four key political economic outcomes also known as *dependent variables* – 1) the *state*, whether orderly or collapsed; 2) the *regime*, whether democratic or autocratic; 3) *identity*, whether homogenous or heterogenous; and 4) *development*, whether rich or poor. In addition to defining these dependent variables and considering how they might be observed and measured cross-nationally, we will discuss and evaluate competing explanations for each. These factors that help explain variation in the dependent variables – including prior levels of development, natural and human resources, cultural norms, and institutional factors – are called *independent variables*, which will also be defined, observed, and measured.

Together, we will develop a set of tools that can be used to infer the relationship between one of the four key dependent variables and any number of independent variables. At times we will discuss some statistical concepts but no prior knowledge or experience with statistical methods is required or expected. We will focus on building a set of *analytic skills* that can be used to evaluate any empirical patterns, skills that will applied to the political realities of the developing world. At times we will discuss a particular country or region or time periods, but the majority of the course will focus on exploring broad themes.

## Course Goals

The course has *three* central objectives. The first is to make students familiar with comparative politics, as a sub-field of inquiry, and four of its central questions – the emergence and evolution of the state, the regime, identity, and development. The second objective is the familiarize students with competing theories of the state, the regime, identity, and development, so that they can critically evaluate them. Finally, the third objective is to deepen students' critical thinking skills

by helping to develop their understanding and use of social scientific methods in making causal inferences.

By the end of the semester, students can expect to have developed the following skills:

- Understand what comparative politics is and be familiar with its main *dependent variables*
- Recognize and be able to *critically evaluate* existing theories of the state, the regime, identity, and development; and
- Know and apply the methods of *social scientific inference*

### Course Materials

There is no textbook for the course. All readings will be made available on Compass:

[Compass2g.illinois.edu](http://Compass2g.illinois.edu)

### Course Requirements and Assignments

Students will be evaluated on the following bases.

- **Multiple Choice Exams** (20 percent each)

There will be two exams for the course, one taken in Week 8 and the other held on the last day of class. Each will be given in-class and will consist of multiple-choice questions based on the readings and lectures. To do well on these exams, students should do all the readings and make sure they understand them. They should also attend and be attentive in lectures.

The first exam will cover material from the *first half* of the course and the second exam on the *second half* of the course (although material from the first half will be implicitly important). Prior to both exams, we will have an in-class review session, where I will answer questions prepared by the students. There will be **no** exam during the final exam period.

- **Weekly Reading Questions** (20 percent)

For each week, there will be a set of reading questions that cover (some of) the assigned readings, asking students to engage with what they have read, with the goal of deepening their understanding of the materials as well as developing their analytic skills. Answers to these questions will help students engage in discussion during lecture. Satisfactory completion of the reading questions will form the bulk of students' final grades, so it is important they write it with care, even though they are short.

Reading questions will be distributed through Compass by **10AM** on **Wednesday** and answers should be uploaded as a .pdf or doc\* (.doc or .docx) file to Compass by **5PM** on **Monday** each week. *Students may opt not to submit up to two sets of reading questions per semester without penalty.*

- **Writing Assignment** (20 percent)

Students will turn in one writing assignment (about five pages) during Week 12. This is a *critical essay* that will ask you to use course material (from lectures and readings) to make a critical

argument. The assignment will be distributed through the course's Compass website on Wednesday morning and will be due one week after distribution.

- **Class Participation** (20 percent)

Students are expected to attend lectures having done the assigned readings and prepared to discuss them. Regular attendance is required but does not constitute full participation. To receive full participation points, students should actively engage in small-group discussions and be responsive to questions asked during lecture and section. Students are encouraged to ask clarifying questions of the instructor and of each other.

Students who feel uncomfortable speaking up in large groups are encouraged to participate more actively in small-group discussions to compensate for being less active in big-group discussions during lecture.

For reference, full attendance at all lectures without active participation will earn students no higher than a B (85%). Regular, active participation in lecture along with regular attendance is required to earn students an A (95%) in participation. Active participation can make up for some unexcused absences, but one should not be thought of as a substitute for the other.

### **Late Policy**

Students are expected to complete all assignments by the dates and times specified on the syllabus. Reading questions turned in within an hour of the due date will lose one (1) point for tardiness. Any assignments turned in after that will receive zero (0) points. For the writing assignment, late essays will be accepted up to 7 days after the deadline, but a penalty of ten (10) points will be applied.

If a student anticipates being unable to complete an assignment on time, the student should contact the instructor *in advance of the assignment due date*. If the student experience a personal emergency that prevents them from handing in an assignment on time, students may consult with the Student Assistance Center (<http://www.odos.uiuc.edu/studentAssistance/index.asp>) about obtaining a letter explaining their absence from campus. Part 5 of Article 1 of the Student Code of Conduct ([http://www.odos.uiuc.edu/studentAssistance/absence/revised\\_code.asp](http://www.odos.uiuc.edu/studentAssistance/absence/revised_code.asp)) details the specific circumstances under which seeking a letter of absence is appropriate.

**Assignment of Grades:** Letter grades are calculated according to the following scale:

A+ (97-100)	B+ (87-89)	C+ (77-79)	D+ (67-69)
A (93-96)	B (83-86)	C (73-76)	D (63-66)
A- (90-92)	B- (80-82)	C- (70-72)	D- (60-62)

### **Academic Honesty**

The work that you submit in this class must be your own. Unless an assignment is explicitly designed to be collaborative, you are expected to work independently of other students. When you make use of external sources, you are required to cite them. When in doubt about whether a citation

is necessary or not, provide a citation. As described in the University of Illinois Student Code, consequences for plagiarism or other forms of academic dishonesty can include zero points on an assignment, failure for the course or dismissal from the university.

### **Extra Credit**

Students enrolled in this course may have the opportunity to participate as research subjects in the Political Science Department Subject Pool. If so, details about how to sign up and the exact amount of extra credit available will be distributed in the coming weeks.

### **Recommended Study Habits**

All of the class assignments will draw on the material covered in the lectures. Therefore, it is important to attend class lectures and to interact with the material during lecture through careful note-taking and good question-asking. In the event that you are unable to attend a class meeting, it is highly recommended that you obtain notes from a classmate. (Hint: make sure you have the contact information for a classmate!) If there is material that you are struggling with, it is highly recommended that you meet with the instructor in order to seek clarification.

### **Office Hours**

Students are strongly encouraged to attend office hours held by the instructor. These one-on-one meetings can be used to ask clarifying questions or engage in a more in-depth discussion of any material. If you cannot make it to the assigned office hours, please email the instructor to set up an appointment outside these hours.

### **Classroom Behavior**

There are several ways in which students can help make the classroom conducive to learning. First, students should treat one another with respect during classroom discussion. We will discuss contentious issues in this class, and if you find yourself disagreeing with a claim made by someone else, you should work on expressing that disagreement in a constructive and impersonal fashion. Second, students using laptop computers should be using them for class-related purposes. Other uses are distracting to your fellow students and hinder overall learning in the classroom.

### **Students with Disabilities**

The instructor will endeavor to make appropriate accommodations for students with disabilities. As described in the University of Illinois Student Code, these accommodations can be coordinated through the Division of Disability Resources and Educational Services (DRES). The DRES Student Services Office is reachable at 217-333-4603 or [disability@illinois.edu](mailto:disability@illinois.edu).

### **Course Schedule**

Note: This schedule is subject to change by the instructor according to students' needs or course delays.

### **Week 1: Introduction to Comparative Politics and Scientific Research Methods**

Wednesday, January 22 – Introduction to Comparative Politics and Illustrations of the Social Scientific Method

- Kenneth Hoover and Todd Donovan. 2011. *The Elements of Social Scientific Thinking*, 10th Edition. Boston: Wadsworth. Chapter 2 (“The Elements of Science”).
- Francis Fukuyama. 2004. “The Imperative of State-Building,” *Journal of Democracy* 15(2): 17-31.

## **Week 2: The State – The Emergence of Order**

Monday, January 27 – The Problem of Order and the Emergence of States in Europe and Africa

- Thomas Hobbes. 1651. *Leviathan, or the Matter, Form and Power of a Commonwealth, Ecclesiastical and Civil*. London: Andrew Cooke. Chapters 13 (“Of the Natural Condition of Mankind as Concerning their Felicity and Misery”) and 17 (“Of the Causes, Generation, and Definition of a Commonwealth”).
- Charles Tilly. 1985. “War Making and State Making as Organized Crime,” in Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds., *Bringing the State Back In*. Cambridge: Cambridge University Press, pp. 169-91.

Wednesday, January 29

- Jeffrey Herbst. 2000. *States and Power in Africa*. Princeton: Princeton University Press. Chapter 9 (“The Past and Future of State Power in Africa”).

## **Week 3: The State – Colonial Legacies**

Monday, February 03 – Estimating Colonial Legacies

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

Wednesday, February 05 – Colonialism and Variations in State Capacity

- Matthew Lange. 2005. “British Colonial State Legacies and Development Trajectories: A Statistical Analysis of Direct and Indirect Rule,” in Matthew Lange and Dietrich Rueschemeyer, eds., *States and Development: Historical Antecedents of Stagnation and Advance*. New York: Palgrave MacMillan, pp.117-39.

## **Week 4: The State – State Collapse**

Monday, February 10 – Why States Collapse

- Robert H. Bates. 2008. “State Failure,” *Annual Review of Political Science* 11: 1-12.

Wednesday, February 12

- James Fearon and David Laitin. 2003. “Ethnicity, Insurgency, and Civil War,” *American Political Science Review* 97 (1): 75-90.

## **Week 5: The Regime – Democracy**

Monday, February 17 – Defining Democracy

- Phillippe C. Schmitter and Terry Lynn Karl. “What Democracy Is...and Is Not,” *Journal of Democracy* 2 (3): 75-88.

Wednesday, February 19 – Theories of Democratization

- Ronald Inglehart and Christian Welzel. 2009. "How Development Leads to Democracy: What We Know About Modernization," *Foreign Affairs* 88 (2): 33-48.
- Daron Acemoglu and James A. Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. Cambridge: Cambridge University Press. Chapter 2 ("Our Argument")

### **Week 6: The Regime – Autocracy**

Monday, February 24 – Autocratic Stability

- Barbara Geddes. 1999. "What Do We Know About Democratization After Twenty Years?," *Annual Review of Political Science* 2: 115-44.

Wednesday, February 26 – The Resource Curse

- Michael L. Ross. 2001. "Does Oil Hinder Democracy?," *World Politics* 53 (3): 325-61.

### **Week 7: The Regime – The Role of Culture and Geography**

Monday, March 02 – Democratic Culture

- Ronald Inglehart. 1988. "The Renaissance of Political Culture," *American Political Science Review* 82 (4): 1203-30.
- Clark D. Neher. 1994. "Asian Style Democracy," *Asian Survey* 34 (11): 949-961.

Wednesday, March 04 – Geography

- Stephen Haber. 2012. "Where Does Democracy Thrive: Climate, Technology, and the Evolution of Economic and Political Institutions." Mimeo.

### **Week 8: Exam Review and Exam #1**

Monday, March 09 – Exam Review

Wednesday, March 11 – Exam #1

### **Spring Break (March 16 & 18)**

### **Week 9: Identity – Nationalism and Ethnicity**

Monday, March 23 – Nationalism and Nation-States

- Ernest Gellner. 1983. *Nations and Nationalism*. Oxford: Blackwell. Chapters 4 ("The Transition to an Age of Nationalism") and 5 ("What is a Nation?")

Wednesday, March 25 – National vs. Ethnic Identification

- Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi," *American Political Science Review* 98 (4): 529-45.
- Benn Eifert, Edward Miguel, and Daniel N. Posner. 2010. "Political Competition and Ethnic Identification in Africa," *American Journal of Political Science* 54(2): 494-510.

### **Week 10: Identity – Diversity**

Monday, March 30 – Measuring Diversity

- James D. Fearon. 2003. "Ethnic and Cultural Diversity by Country," *Journal of Economic Growth* 8: 195-222.

Wednesday, April 01 – Diversity's Consequences

- James Habyarimana, Macartan Humphreys, Daniel N. Posner, and Jeremy M. Weinstein. 2007. "Why Does Ethnic Diversity Undermine Public Goods Provision," *American Political Science Review* 101 (4): 709-25.

### **Week 11: Identity – Violence**

Monday, April 06 – Ethnic Violence

- Francesco Caselli and Wilbur John Coleman II. 2013. "On the Theory of Ethnic Conflict," *Journal of the European Economic Association* 11 (S1): 161-92.

Wednesday, April 08 – Religious Violence

- Laurence R. Iannaccone and Eli Berman. 2006. "Religious Extremism: The Good, the Bad, and the Deadly," *Public Choice* 128: 109-29.
- *Writing Assignment Uploaded*

### **Week 12: Development – Definitions and Measures**

Monday, April 13 – Conceptualization and Measurement of Development

- Jeffrey D. Sachs. 2005. *The End of Poverty: Economic Possibilities of Our Time*. New York: Penguin Press. Chapter 1 ("A Global Family Portrait").
- Amartya Sen. 2000. *Development as Freedom*. New York: Alfred A. Knopf. Introduction ("Development as Freedom").

Wednesday, April 15 – The Political Economics of Development

- William Easterly and Ross Levine. 1997. "Africa's Growth Tragedy: Policies and Ethnic Divisions," *Quarterly Journal of Economics* 112 (4): 1203-50.
- *Writing Assignment Due by 11:59PM*

### **Week 13: Development – Natural and Human Resources**

Monday, April 20 – The (Other) Resource Curse

- Michael L. Ross. 1999. "The Political Economy of the Resource Curse," *World Politics* 51 (2): 297-322.
- James A. Robinson, Ragnar Torvik and Thierry Verdier. 2006. "Political Foundations of the Resource Curse," *Journal of Development Economics* 79: 447- 68.

Wednesday, April 22 – Social Capital and Development

- Paul J. Zak and Stephen Knack. 2001. "Trust and Growth," *Economic Journal* 111 (April): 295-321.

### **Week 14: Development – Macro vs. Micro**

Monday, April 27 – Macro and Micro Approaches to Development

- Jessica Cohen and William Easterly. 2009. “Thinking Big versus Thinking Small,” in Jessica Cohen and William Easterly, eds., *What Works In Development? Thinking Big and Thinking Small*. Washington, D.C.: Brooking Institution Press, pp. 1-23.

Wednesday, April 29 – Foreign Aid Effectiveness

- Steven Radelet. 2006. “A Primer on Foreign Aid,” Center for Global Development Working Paper No. 92.
- Christopher Blattman and Paul Niehaus. 2014. “Show Them the Money: Why Giving Cash Helps Alleviate Poverty,” *Foreign Affairs* 93 (May/June): 117-26.

**Week 15: Conclusion, Exam Review, and Exam #2**

Monday, May 04 – Conclusion and Exam Review

Wednesday, May 06 – Exam #2