

PSCI 3382: Politics of Developing Nations
University of Central Arkansas
Fall 2023

Instructor: Prof. Hyo-Won Shin (she/her/hers)

Email: hshin@uca.edu

Lecture:

- Monday, Wednesday, and Friday 2:00-2:50 PM Irby Hall 212

Office Hours:

- Monday and Wednesday 3:30 PM - 4:30 PM Irby Hall 217a
 - Sign up: <https://calendly.com/hyoshin/office-hours>
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Course Description

PSCI 3382 provides an overview of the politics and economics of the developing world. In this course, we will take a comparative perspective and answer questions such as ‘Why are some countries orderly, while others on a brink of failure? Why are some countries democratic, while others are autocratic? Why are some countries ethnically more diverse than others? Why are some countries poor and others rich?’ We will draw on examples from a variety of developing and middle-income countries in Africa, Asia, the Middle East, and Latin America, and discuss various competing theories that will help us answer these questions.

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 to 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 Requirements and Assignments

Students will be evaluated on the following bases.

- **Multiple Choice Exams (15% each)**

There will be a **midterm test** and a **final exam**. The midterm test will be taken in Week 8 and final exam will be held during the final’s week (date will be announced later in the semester). Each will be

given in-class and will consist of multiple-choice questions based on the readings and lectures. To do well, students should do all the readings and make sure they understand them. Furthermore, students 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.

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

Except for exam and Thanksgiving weeks, students will submit answers to 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. There will be 10 to 15 questions that asks students to identify the authors' hypothesis, the main independent and dependent variables, how the authors measured each variable, the relationship between the independent and dependent variable, and whether the results support or contradict the other reading(s). 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.

Reading questions will be distributed through Blackboard by **10AM** on **Tuesday** and answers should be uploaded as a .pdf or doc* (.doc or .docx) file to Blackboard by **10PM** on **Sunday** each week. *Students may opt not to submit up to two sets of reading questions per semester without penalty. If you choose to do them all, I will count the 9 highest scores.*

Please note:

- o Reading questions must be completed **individually**. Group work will not be accepted.
- o Save your assignment as a .pdf or .doc* (.doc or .docx) file on your personal computer and then uploaded to Blackboard.

A set of reading questions is worth **10 points** and is graded using the following rubric:

	Excellent	Good	Needs Work
Comprehension	Answers addressed the question(s) completely. And where there is a clear "right" answer, that answer is always given. (3 points)	Most of the question(s) addressed by the answer, and answers are mostly "right" when facts are at stake. (2 points)	Many parts of the question(s) are not answered completely, and/or many "right" answers are wrong. (1 point)
Analytic Skills	Arguments are well made. Sentences flow logically from one to the next. No grammatical or spelling errors, and language is clear. (3 points)	Arguments could be strengthened. Transitions between sentences could be improved. Few grammatical or spelling errors, but word choice or sentence structure is sometimes awkward. (2 points)	Argumentation is severely flawed. Sentences don't flow logically from one to the next. Numerous grammatical or spelling errors. (1 point)
Thoughtfulness	Answers are written with care and creativity. There are no grammatical errors or typos. (3 points)	Answers are well-written but could be more thoughtful or creative. There are some grammatical errors or typos. (2 points)	Answers seem canned or fall flat. There are many grammatical errors or typos. (1 point)
On Time	Submitted on time (1 point)	Submitted late (0 points)	Submitted late (0 points)

- **Writing Assignment (30%)**

Students will turn in two writing assignments (about 6-7 pages each) during Week 4 and 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 Blackboard website on Monday morning and will be due one week after distribution.

- **Class Participation (19%)**

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.

- **Syllabus Quiz (2%)**

At the beginning of the second class, students will take a closed-book in-class syllabus quiz that verifies the students' understanding of essential elements of the syllabus. The multiple-choice quiz will consist of 10 questions about the syllabus. To prepare for the quiz, students should read over the syllabus carefully.

- **Self-introduction (1%)**

By Friday, September 1 at 11:59PM, CST, find the Introductions discussion board on Blackboard and upload a post introducing yourself. The post should include the following:

- o The name you want me to refer to you in the course
- o Your pronouns (optional but recommended)
- o Your favorite restaurant in Conway or Little Rock (I am new to the area and am curious to know where the good places are!)
- o Add any other information you want to share. For example: Where did you grow up? What are you majoring in? What do you like to do for fun?

Course Materials

There is no textbook for the course. All readings will be made available electronically via Blackboard. The instructor will provide guidance on how to read an academic article, but should the student need more assistance in tackling these readings, please ask. They are very challenging.

Grade scale

90-100%	A
80-89.99%	B
70-79.99%	C

60-69.99%	D
<60%	F

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*.

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.

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

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

Student office hours are generally first-come, first served opportunities to meet with the professor. The instructor will be available to answer questions via email, but do not expect a response for at least 24-36 hours. If the student wants to meet outside the instructor's office hours, please email me at hshin@uca.edu.

If you are unsure about how to word an email to your professor, read this blog post (be aware that it has some profanity): <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

Diversity Policy

It is the instructor's intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that diversity within the classroom be viewed as a resource, strength, and benefit. The instructor will strive to present materials and

activities in ways that respect and affirm such differences. The instructor expects the same from the students: while discomfort is an important part of the learning process, no one should feel unsafe in the classroom. The instructor will not create or allow space for offensive language or behavior related to differences in gender, race, age, national origin, ethnicity, gender identity and expression, immigration status, intellectual and physical disability, sexual orientation, income, faith, socio-economic class, family status, primary language, military experience, and political identification.

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.

Preferred Pronouns

Please call me either **Professor/Dr. Shin**. My preferred pronouns are she/her/hers. In class, I will call you by the name that you use when introducing yourself to me. Over email, I will use the name that appears in your email address. If you prefer I use a different name, please let me know and I will be happy to accommodate.

I will try to default to the they/them pronouns when referring to students, but if you have other preferred pronouns, please let me know and I will try my best to accommodate.

Students with Disabilities

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, contact the UCA Office of Disability Services. The Disability Support Services Office is reachable at 501-450-3616.

Consult the University of Central Arkansas's Student Handbook for university policies on admissions, academic appeals, departments, UCA services, sexual harassment, and academic dishonesty/plagiarism.

Title IX Disclosure

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>. *Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.

Course Evaluations

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week

of instruction [November 20th] through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

Building Emergency

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

New W-Grade Policy

Effective Fall 2017, the WP/WF grade option will no longer be used. Only W grades may be assigned for withdrawals through the 12th week of the Fall/Spring semester, with equivalent dates in terms of other lengths. After this 12th week date, only grades of A, B, C, D, or F will be allowed. Students with disciplinary, conduct, medical or emergency issues will still be handled through the Dean of Students and Registrar's offices. These students can be withdrawn at any time during the semester, and such cases are not subject to the W policy dates noted above.

Concealed Carry

Arkansas law now allows persons over the age of 18 with a concealed carry permit and some additional training to carry their weapons on campus, including classrooms. There are some exceptions. For a complete description of the law and related UCA provisions, consult the following source: <http://uca.edu/legal/files/2017/08/campus-carry-q-and-a.pdf>. Guns in the classroom introduce a new dynamic. Faculty and students may well choose to not comment at all on controversial topics related to the class, out of concern that emotions or fears may precipitate stressful responses. Like most political science courses, PSCI 2320 cannot avoid topics and policies that generate sharply different positions and opinions. The learning environment is compromised to the extent that students and faculty, wishing to avoid angering those who might think differently, avoid close examination of the issues and controversies that constitute so much of the course's subject matter. Given the above, my advice is for everyone to not refrain from discussing controversial environmental policy issues, but to do so in a civil and respectful manner.

Course Schedule

The following is our course schedule. Please note that this schedule is subject to change by the instructor in accordance with students' needs or course progression. All materials listed are required of all students. Those students interested in further background on any particular topic are encouraged to ask the instructor for additional readings and resources.

Week 1: Introduction to Comparative Politics & Scientific Research Methods

Friday, 8/25 – Introduction to PSCI 3382

- Hyo-Won Shin. 2023. "Syllabus for PSCI 3382."

Monday, 8/28 & Wednesday, 8/30 – The Challenges of Development

- Amelia Hoover Green. 2013. "How to Read Political Science: A Guide in Four Steps." Drexel University.
- Lucy Page and Rohini Pande. 2018. "Ending Global Poverty: Why Money Isn't Enough," *Journal of Economic Perspectives* 32 (4): 173-200.

Week 2: The Emergence of State Order

Friday, 9/1 – Introduction to the Comparative Method

- Kenneth Hoover and Todd Donovan. 2011. *The Elements of Social Scientific Thinking*, 10th Edition. Boston: Wadsworth. Chapter 2 (“The Elements of Science”).
- *Self-introduction Due on Friday 9/1 by 11:59PM on Blackboard.*

Labor Day (9/4)

Wednesday 9/6 & Friday 9/8 – The Importance of State Institutions

- Francis Fukuyama. 2004. “The Imperative of State-Building,” *Journal of Democracy* 15 (2): 17-31.
- 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*. New York: Cambridge University Press, 169-91.

Week 3: The Post-Colonial State

Monday, 9/11 – 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.
- *Writing Assignment #1 Uploaded (Monday, 9/11)*

Wednesday, 9/13 & Friday, 9/15 – 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: State Emergence and Collapse

Monday, 9/18 – The Emergence of States

- Jeffrey Herbst. 1990. “War and the State in Africa,” *International Security* 14(4): 117-39.
- *Writing Assignment #1 Due on Monday, 9/18 by 11:59PM.*

Wednesday, 9/20 & Friday, 9/22 – How States Collapse

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

Week 5: Regimes Types - Democracy

Monday, 9/25 – Defining Democracy

- John Gerring, Carl Henrik Knutsen, and Jonas Berge. 2022. “Does Democracy Matter?” *Annual Review of Political Science* 25: 357-75.

Wednesday, 9/27 & Friday 9/29 – Theories of Democratization

- Daniel Triesman. 2020. “Economic Development and Democracy: Predispositions and Triggers.” *Annual Review of Political Science* 23: 241-57.

Week 6: Regime Types - Autocracy

Monday, 10/2 – Autocratic Stability

- Jennifer Gandhi and Adam Przeworski. 2007. “Authoritarian Institutions and the Survival of Autocrats.” *Comparative Political Studies* 40 (11): 1279-1301.

Wednesday, 10/4 & Friday 10/6 – The Resource Curse

- Michael L. Ross. 2001. “Does Oil Hinder Democracy?” *World Politics* 53 (3): 325-61.
- Sven Oskarsson and Eric Ottosen. 2010. “Does Oil Still Hinder Democracy?” *Journal of Development Studies* 46 (6): 1067-83.

Week 7: The Role of Culture and Geography in Democracy

Monday, 10/9 – 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, 10/11 & Friday 10/13 – 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, 10/16 – Exam Review

Wednesday, 10/18 – Exam #1

Fall Break (10/20)

Week 9: Nationalism and Ethnicity

Monday, 10/23 – Construction of (Ethnic) Identity

- Kanchan Chandra. 2012. “How Ethnic Identities Change,” in K. Chandra (ed.) *Constructivist Theories of Ethnic Politics* (Oxford University Press): 132-78. **(Read introduction (p. 132-35) only, and then any additional sections needed to clarify confusing concepts, using Ctrl/Command-F to identify helpful passages.)**

Wednesday, 10/25 & Friday, 10/27 – National vs. Ethnic Identification

- Daniel N. Posner. 2004. “The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi,” *American Political Science Review* 98 (4): 529-45.
- Amanda Lea Robinson. 2016. “Nationalism and Ethnic-Based Trust: Evidence from an African Border Region,” *Comparative Political Studies* 49 (14): 1819-54.

Week 10: Ethnic Diversity and its Consequences

Monday, 10/30 – Measuring (Ethnic) Diversity

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

Wednesday, 11/1 & Friday, 11/3 – 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: Ethnic Violence

Monday, 11/6 – Competing Theories of Ethnic Violence

- Ashutosh Varshney. 2009. “Chapter 12: Ethnicity and Ethnic Conflict.” in Carles Boix, and Susan C. Stokes (eds), *The Oxford Handbook of Comparative Politics*.
- *Writing Assignment #2 Uploaded (Monday, 11/6)*

Wednesday, 11/8 & Friday, 11/10 – Ethnic Conflict and Civil Society

- Ashutosh Varshney. 2001. “Ethnic Conflict and Civil Society: India and Beyond.” *World Politics* 53 (3): 362-98.

Week 12: Definitions and Measures of Development

Monday, 11/13 – 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”).
- *Writing Assignment #2 Due on Monday, 11/13 by 11:59PM.*

Wednesday, 11/15 & Friday, 11/17 – 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.

Week 13: Thanksgiving Week

Monday, 11/20 – Current Issue

- Reading TBD

Thanksgiving Break (11/22 & 11/24)

Week 14: The Role of Natural and Human Resources on Development

Monday, 11/27 – The (Other) Resource Curse

- James A. Robinson, Ragnar Torvik and Thierry Verdier. 2006. “Political Foundations of the Resource Curse,” *Journal of Development Economics* 79: 447- 68.

Wednesday, 11/29 & Friday, 12/1 – Social Capital and Development

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

Week 15: Macro vs. Micro Approaches to Development

Monday, 12/4 – 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.: Brookings Institution Press, pp. 1-23.

Wednesday, 12/6 – Final Exam Review

Week 16: Final Exam

Friday, 12/15 @ 10 – 11 AM

