

**POLITICAL SCIENCE 244: POLITICS IN DEVELOPING COUNTRIES
SPRING 2013**

CONTACT INFORMATION:

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COURSE DESCRIPTION:

This course examines in greater depth the primary theoretical questions and debates in the field of comparative politics, with an empirical focus on developing countries. It examines the main problems confronting developing countries, the political tools and strategies used for addressing them, and their relative success and failure given the constraints of the international economic and political order.

To complement existing curricular opportunities at the College (PSCI 226: International Political Economy and ECON 254: Economic Development), this course will not cover in detail theories of economic development.

STUDENT LEARNING OBJECTIVES:

The objective of this course is to teach you to think critically about the political, social and economic challenges facing developing countries. You should be able to demonstrate knowledge of various analytical tools, including comparative methodologies, and key concepts, such as colonialism, democracy and government corruption, and economic development. You should be able to recount substantive information of political actors, institutions, cultures and events from various countries in Africa, Asia and Latin America.

Learning Objective	Relevant Sessions	Assessments
Practice thinking about politics in a critical and scientific way (focus on empirical facts, not rhetoric and not feelings or moral judgments)	Core methods introduced Jan17-24, revisited throughout the semester	Discussion Questions Literature Review Country Dossier Comparative Report
Expand empirical knowledge of socio-political challenges facing various countries in the global south	Pervasive	Discussion Questions Country Dossier Comparative Report Daily class discussion of current events
Learn to critically assess academic literature and evaluate causal arguments on topics relevant to the global south	Jan 22 "How to Dissect an Academic Article" Pervasive	Discussion Questions Literature Review
Access and evaluate frequently used datasets in political science research	Pervasive	Case Study Questions Country Dossier

REQUIRED TEXT:

All required readings can be found on the Woodle page or at the links provided below.

HOW TO CONTACT ME:

As noted above, I will be available for office hours 3 hours a week. Every week, a sign-up sheet will be posted outside of my office door, denoting 15-minute time slots. You are responsible for stopping by and signing up for an appointment on the sign-up sheet. To honor my time and that of your peers, any missed office hour appointment (without notification) will be counted as an absence and will be reflected in your professionalism score.

While I am available via email, please note it takes me, on average, 2 business days to reply to email. As such, if there is something that needs an immediate response, your best bet is to visit me during office hours or catch me at the end of class.

GRADES:

Students will be evaluated through their performance on quizzes and exams, written assignments as well as student professionalism. The breakdown for the grades is as follows:

Discussion Questions	30%	A	94 and above
Country Dossier	15%	A-	90-93
Comparative Analysis	15%	B+	87-89
Literature Review	25%	B	83-86
Student Professionalism	15%	B-	80-82
		C+	77-79
		C	73-76
		C-	70-72
		D	63-69
		F	62 and below

DISCUSSION QUESTIONS: In lieu of exams, students' preparedness and comprehension of the material will be evaluated through their response to the day's Discussion Questions. While it is perfectly fine to draw on material from other classes or your previous knowledge, the bulk of your response should be rooted in the assigned materials for this course. Hard copies will be turned in and graded at the beginning of class. Students will complete 10 DQs, each worth 10 points.

COUNTRY DOSSIER & COMPARATIVE ANALYSIS: On the second day of class, students will choose a country to investigate throughout the semester. It must be a developing country in Latin America, Africa or Southeast Asia and may not be the student's country of origin. Students may not work on the same country. *Throughout* the semester, each student will actively research the social, economic and political dimensions of their assigned country and regularly read the news pertaining to the country. Students will compile a country dossier that responds to the Case Study Questions in the schedule. Students will then choose a partner with whom to work, exchange rough drafts of their country dossiers on **Apr 2** and write a 1500 word comparative report on the two countries. Using the MOA or MOD, students will choose one issue area or dimension (state strength, political corruption, food insecurity, environmental conservation, etc.) along which to compare their countries and discuss the degree to which they can (and cannot) isolate a key causal determinant of this

outcome. HINT: with an N of 2, students will necessarily be tentative about the conclusions that can be drawn. This report should be written collectively, signed and approved by both students. Students will receive an individual grade for their country dossiers and a collective grade for their comparative report. Final drafts of the country dossier and comparative report are due **Apr 25**. **Due to the collaborative nature of this assignment, students who fail to complete a rough draft of their country dossier on Apr 2 will receive an automatic 0 on their comparative report.**

LITERATURE REVIEW: The purpose of this assignment is to have students delve deeper into the academic literature on a topic relevant to the course. Students must submit a brief research proposal for approval by **Feb 7**. The proposal should include a clear research question (see Handout for guidelines on formulating a good research question) and 3-5 relevant academic sources.

The first goal of a literature review is to provide a succinct overview of the existing research on the subject, organizing the material around common themes, arguments, approaches or methodologies (do not organize chronologically). The overview should be able to answer the following questions: what is the state of the literature on the topic, what are the major debates on the topic, what are the common threads? You should synthesize the literature and not list what each author/article says. This will require *significant* work on your part to find the existing research on the topic. Students often rely too heavily on Google searches, overlooking the library's databases. If you are not already familiar with, you should work with Professor Leiby, the TA, and/or library staff to familiarize yourself with JSTOR, the Social Sciences Citation Index, OhioLINK, among others. **There are virtually no topics about which there exists no previous research. If you cannot find appropriate sources, please speak with Professor Leiby, the TA, or the library staff about how to improve your search skills.**

The second goal of a literature review is to provide a critique of the existing literature – are there any gaps, what are the most promising advancements, what are the shortcomings of the existing research? Lastly, the literature review should consider possible avenues for future research. These recommendations should build directly from your critique of the literature.

This assignment is designed to prepare you to complete one of the key components of social science research: a rigorous examination of the theories and/or methods of a major body of literature in the field. As such, your literature review *must* be professional in presentation, well written and reflect a **semester's worth of thoughtful preparation and research**. Papers will be assessed on their sound ordering and structuring of material, quality and clarity of the written presentation, demonstration of sound understanding of the topic, adequacy of research and analysis, identification of major themes and arguments, critical evaluation and judgment, range of sources used and insight and originality. Please see Knopf 2006 on the Woodle page for additional guidance on how to write a literature review in political science.

The paper *must* include at least 10 academic sources (peer-reviewed journal articles or books). The literature review should be **10-12 double-spaced pages** and is due in class on **May 7**. Papers turned in after this time will be docked by one letter grade (A→B, etc.) Missing assignments will be recorded as a zero.

STUDENT PROFESSIONALISM:

Students are expected to attend all lectures and come prepared to discuss the readings or other materials. Students are strongly encouraged to ask questions, comment on the day's topics, and otherwise participate in the class discussion. **Active engagement with the material is essential to your success in this class.**

Students will be called on at random to offer information on their country in response to the day's Case Study Question. Lack of preparation will result in a two-point deduction from your final professionalism score.

Given that one of the core learning objectives for this class is expanding our empirical knowledge on the political systems and social problems in the developing world, 10-15 minutes in every class period will be dedicated to the open discussion of current events as they pertain to the day's topic. Therefore, students will be expected to regularly read a reliable source of international news (The Economist, NYT, BBC, Al Jazeera, etc.). Students should bring to class a *hard copy* of the article they want to discuss. Students' participation in these discussions will be recorded by the TA and will comprise a portion of their final professionalism score.

Laptops and other electronic devices are not permitted in class without explicit permission from the professor. If you are granted permission to use a laptop in class, it must ONLY be used to take notes (this excludes reading course assignments, surfing Google, checking email/facebook). Cell phones should be turned off before class begins. The use of a cell phone or other electronic device during a quiz/exam will result in an automatic 0 for the assignment. Violations of the electronics policy will not be tolerated and may result in a 0 for the student's "Professionalism" score.

Grades for "Professionalism" will be allocated as follows:

- 13-15pts: You miss no more than two classes, are consistently prepared *and* consistently share observations, relate the day's topics to current events, and introduce new insights that raise the discussion to a superior level of inquiry.
- 10-12pts: You miss no more than two classes, are consistently prepared and consistently participate in class discussion or ask questions relevant to the day's material.
- 6-9pts: You miss no more than two classes, are consistently prepared and attentive.
- 2-5pts: You come to class but are inattentive and/or miss more than two classes.
- 0-1pts: You sleep in class, are disruptive, miss more than two classes, and/or fail to meet the requirements stated under "Student Professionalism" listed above.

CLASSROOM POLICIES AND COURSEWORK:



AMERICANS WITH DISABILITIES ACT: Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

Reno, William. 1997. "War, Markets and the Reconfiguration of West Africa's Weak States" *Comparative Politics* 29(4): 493-510.
<http://www.arts.ualberta.ca/~courses/PoliticalScience/474A1/documents/WilliamRenoWarMarketsWestAfricaWeakStates.pdf>

Explore "The 2012 Failed States Index," "Photos: Postcards from Hell," and "The Worst of the Worst" <http://www.foreignpolicy.com/failedstates2012#> (focus on empirical descriptions of weak/failing states)

DQ: What does it mean to label a state "weak"? Describe the characteristics of such a state with empirical examples from the readings.

JAN 29

Rothberg, Robert, ed. 2004. *When States Fail: Causes and Consequences* Princeton: Princeton University Press. Chapters 4-5.

JAN 31

Jackson, Robert and Carl Rosberg. 1982. "Why Africa's Weak States Persist: The Empirical and Juridical in Statehood" *World Politics* 35(1): 1-24. <http://www.scribd.com/doc/53423792/Why-Africa-s-Weak-States-Persist-The-Empirical-and-the-Juridical-in-Statehood>

DQ: According to the authors, how have Africa's weakest states survived, despite their vulnerabilities? Provide a concise summary of the authors' argument and a brief *critique* assessing its applicability to African states today.

CS Q: Is your country currently considered a failed state? Is it a weak or failing state? Locate your country's Failed States Index score and Government Effectiveness score and explain what they mean in terms of the political stability and governance of the country. Weblinks are available on the Woodle page.

DEMOCRATIZATION IN THE DEVELOPING WORLD

FEB 5

Class activity: constructing a good research Q.

Bellin, Eva. 2004. "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective" *Comparative Politics* 36, 2: 139-157.

FEB 7

Professor Leiby is out of town. The TA will screen "Democracy in the Rough" to prepare for next week's discussion. Please take thorough notes.

FEB 12

Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin" *World Politics* 55, 3: 399-422.

FEB 19

Bratton, Michael and Nicholas Van de Walle. 1997. *Democratic Experiments in Africa: Regime Transitions in Comparative Perspective* Cambridge: Cambridge University Press. p194-225.

Bernhard, Michael; Reenock, Christopher, and Timothy Nordstrom. 2004. "The Legacy of Western Overseas Colonialism on Democratic Survival" *International Studies Quarterly* 48, 1:225-250.

FEB 21

Radelet, Steven. 2010. *Emerging Africa: How 17 Countries are Leading the Way* Washington, DC: Center for Global Development. p47-69.

Freedom House. 2012. *Freedom in the World* <http://www.freedomhouse.org/report-types/freedom-world>. Read two of the following country reports (from different regions of the world): Mali, Ghana, Benin, Namibia, Botswana, South Africa, Brazil, Peru, Chile, Argentina, Uruguay, El Salvador, Costa Rica, Panama, Dominican Republic, India, Mongolia, Romania, Bulgaria, Slovakia, Estonia, Indonesia, South Korea.

DQ: There is enormous cross-national variation in the strength of democracy in the developing world. Based on what you learned from the readings, what factors may help us to understand why democracy succeeds or fails in developing countries? Be sure to thoroughly consider the lessons from each reading as well as the case studies.

CS Q: Locate your country's Freedom House score – what does it mean? Describe the qualitative nature of democracy (or authoritarianism) in your country. What are the two most important impediments to consolidating democracy in your country?

<http://www.freedomhouse.org/template.cfm?page=363&year=2011>

GOVERNMENT LEGITIMACY AND CORRUPTION

FEB 26

Mungiu-Pippidi, Alina. 2006. "Corruption: Diagnosis and Treatment" *Journal of Democracy* 17, 3:86-99.

da Silva, Carlos Eduardo Lins. 2000. "Journalism and Corruption in Brazil" in Tulchin, Joseph and Ralph Espach, eds. *Combating Corruption in Latin America* Washington, DC: Woodrow Wilson Center Press. p173-193.

FEB 28

Rock, MT and H Bonnett. 2004. "The Comparative Politics of Corruption: Accounting for the East Asian Paradox in Empirical Studies of Corruption, Growth and Investment" *World Development* 32, 6: 999-1017.

DQ: What is corruption? Describe various empirical examples from developing countries. What are the principal causes of corruption? How does corruption damage the political and economic future of developing countries?

CS Q: Locate your country's Corruption Perception Index score – what does it mean? Describe the most common forms of corruption in your country and discuss two significant challenges to confronting corruption in your country?

**PART III: THE PROVISION OF PUBLIC GOODS:
PEACE, PROSPERITY, AND SOCIAL WELFARE IN DEVELOPING COUNTRIES**

POLITICAL AND SOCIAL VIOLENCE

MAR 5

Wilkinson, Steven. 2004. *Votes and Violence: Electoral Competition and Ethnic Riots in India*. Cambridge: Cambridge University Press. p1-16 & Chapter 5.

DQ: What are the electoral incentives for ethnic riots in India? Critically evaluate the soundness of the author's methods and evidence to support his argument.

CS Q: Read your country's 2011 US State Department Report. What are the most common forms of political and social violence in your country?

MAR 7

Albuquerque, Pedro H. and Prasad R. Vemela. nd. "A Statistical Evaluation of Femicide Rates in Mexican Cities along the US-Mexico Border"

Osorio, Javier. 2012. "Democratization and Drug Violence in Mexico" paper prepared for *Program on Order, Conflict and Violence*. Yale University.

DQ: What are the principal patterns of drug- and gender-based violence in Mexico since 2000? How do the authors explain these patterns? Critically evaluate the logical coherence and empirical evidence presented in favor of the authors' arguments.

POVERTY AND ECONOMIC DEVELOPMENT

MAR 26-28

Acemoglu, Daron and James A. Robinson. 2012. *Why Nations Fail: the Origins of Power, Prosperity and Poverty* NY: Crown Business. Chapters 1-3, 14-15.

DQ: According to the authors, how does the legacy of colonialism continue to determine the prospects for economic development in developing countries? Be sure to focus on the causal mechanisms in the authors' argument. Critically evaluate the evidence the authors' use to support their claim.

CS Q: Using statistical data, provide a full picture of the level of economic development and poverty in your country (Note: this should include at a minimum measures of per capita income, foreign debt, international trade, and inequality). Describe the major foundations of economic production in your country. What is the most important factor contributing to the country's relative (under)development?

APR 2-4

In class lit-review workshop. Please come to class with all of your notes and articles that you have read in preparation for writing your literature review.

HUMAN HEALTH AND POPULATION POLITICS

APR 9

Gauri, Varun and Evan Lieberman. 2006. "Boundary Institutions and HIV/AIDS Policy in Brazil and South Africa" *Studies in Comparative International Development* 41(3): 47-72.

Lieberman, Evan. 2009. *Boundaries of Contagion: How Ethnic Politics Have Shaped Government Responses to AIDS* Princeton University Press. Chapter 5.

APR 11-16

Ghobarah, Hazem Adam; Huth, Paul and Bruce Russett. 2004. "Comparative Public Health: the Political Economy of Human Misery and Well-Being" *International Studies Quarterly* 48: 73-94.

DQ: In general, what are the factors that lead governments in some developing countries to achieve better health outcomes than others? How does this relate to governments' achievements (or lack thereof) with regard to HIV/AIDS prevention and treatment more specifically?

CS Q: Visit the Population Reference Bureau's datafinder. Locate the most recent health indicators for your country. When you select your country, click on "change locations/indicators." Select "demographics, health, HIV/AIDS, reproductive health" to get a more comprehensive overview of the major health and population pressures facing your country. Review these figures. Choose the 1 health/population crisis that appears the most severe (this should be based on the data, not your guess). Research this one health/population crisis in your country in more detail using news and/or secondary sources. What are the causes of this health/population crisis and why has the government been unable to address it effectively?

APR 18

Film screening: *Cities on Speed: Shanghai, Mumbai, Cairo, Bogota*.

ENVIRONMENTAL HEALTH: AN UNAFFORDABLE LUXURY CONCERN FOR DEVELOPING COUNTRIES?

APR 23

Auyero, Javier and Débora Alejandra Swistun (2009). *Flammable: Environmental Suffering in an Argentine Shantytown*. New York: Oxford University Press. Chapters 1, 4 and 6.

*****COUNTRY DOSSIER AND COMPARATIVE REPORT DUE*****

APR 30

Steinberg, Paul F. 2001. *Environmental Leadership in Developing Countries: Transnational Relations and Biodiversity Policy in Costa Rica and Bolivia*. Chapters 2 and 3 or 4.

MAY 7

*****LITERATURE REVIEW DUE*****

NOTE: This syllabus is a living document and may be altered if the need arises. If so, you will be promptly notified in class. However, if you miss class during the announcement, you are responsible for any problems resulting in your lack of knowledge of the class schedule change.