POLS 1510 Politics of the Developing World
Classroom: McDonnell Douglas Hall 1075
Mon, Wed & Fri: 10:00 AM–10:50 AM
Department of Political Science
Saint Louis University
Fall 2023

Instructor

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Office hours: Wednesday 12:00 PM–1:00 PM, or by appointment

Course Description

This course explores the political process at work in non-Western countries. We ask questions about why certain countries experience revolution, economic development, religious fundamentalism, stable democracy, ethnic conflict, famine, or effective judicial systems, among many topics. At an intuitive (and biological) level we know that there is something that makes the human inhabitants of the planet remarkably similar to one another. But at second glance, we are also incredibly diverse. In this class we will ponder this basic question of similarity and difference, and ask the following question: how do these similarities and differences impact the ways societies are governed?

The questions and problems we will be discussing in the course are both empirical (i.e., How is country X governed? Why is the US rich and Cambodia poor?) and normative (i.e., What is a just social order? Should human rights or environmental concerns take precedence over concerns about sovereignty and/or economic development?) My hope is that you leave this course with a solid grounding in the major concepts and theories that we use to understand politics in the developing world, a greater understanding of the various countries and political systems that we will study throughout the course of the semester, and an ability to interact with the world beyond the US’s borders in an informed and responsible manner.
Course Objectives

Through lectures, discussions, and assigned readings, students should be able to
• become familiar with common challenges in the developing world
• understand how to read and evaluate quantitative research articles
• gain substantive knowledge of key developing countries such as China and India

Required Texts

All required texts are available for purchase at the Saint Louis University Bookstore in the Busch Student Center. There are a small number of readings that are not in any of the assigned books. I will post them on Canvas one week earlier than the scheduled meeting. The required books for the course are as follows.


Additionally, we will draw several chapters from a different book to facilitate case discussion. Students don’t need to buy this book. I will scan relevant chapters and share them with the class via Canvas.


Course Requirements

To do well in this course, students will need to meet the following requirements.

1. Attendance and Participation (10%)
   • Attendance and participation are critical components of any course. It is important to be present during class and actively engage in discussions to understand the material fully.

2. Group Discussions (20%)
   • There are four group discussions scheduled in the 5th, 7th, 9th and 11th weeks. One week prior to each discussion, I will randomly pick eight students and divide them into two groups, with each group composed of four students. Each group will be assigned a few small assignments, including but not limited to summarizing reading materials, critiquing the materials, and associating the materials with real-world examples. I will prepare a few questions in advance.
The two groups should be prepared to answer those questions as well as ad-hoc questions posed by other students who are not a group member. Group members are also welcome to pose questions for nonmembers.

3. Midterm exam (25%)
   - The midterm exam is close-book and close-notes. It consists of multiple choice questions and short essay questions. Students are supposed to remember some factual knowledge and demonstrate an understanding of the required readings to do well in the exam. The exam will last one hour in the computer lab in McGannon Hall 118. Students are supposed to complete the exam on a computer. I will proctor the exam and no one is allowed to use a computer/laptop/cellphone to cheat.

4. Final exam (25%)
   - The final exam will be similar to the midterm exam in terms of the format, duration and location. The final exam is noncumulative. Thus, students only need to prepare the course materials covered after the midterm exam.

5. Policy paper (20%)
   - Students should use the analytical skills and substantive knowledge they have learned in this class to explore urgent issues facing the developing world. The paper should encompass an empirical question, a literature review and some analysis. The different components of the paper must be submitted to Canvas as the class proceeds, and the full paper must be submitted by noon, December 14. Both qualitative and quantitative analyses are acceptable, although the latter is encouraged. When citing others’ works, students should adopt the American Political Science Association’s style format, which is detailed in a moment. The paper should be at least five pages long, double spaced.

The final letter grade will be determined based on the following grading scale:

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\begin{align*}
A & \in [93, 100] \\
A- & \in [90, 92] \\
B+ & \in [87, 89] \\
B  & \in [83, 86] \\
B- & \in [80, 82] \\
C+ & \in [77, 79] \\
C  & \in [73, 76] \\
C- & \in [70, 72] \\
D  & \in [60, 69] \\
F  & \in [0, 59]
\end{align*}
\]
Assignment Deadlines

• September 15th: decide the topic of the policy paper.
• October 11th: the midterm exam is scheduled between 10:00 AM and 11:00 AM in MCG 118.
• October 20th: complete a preliminary literature review of the research question.
• November 17th: decide how to empirically examine the research question.
• December 6th: the final exam is scheduled between 10:00 AM and 11:00 AM in MCG 118.
• December 14th: the full policy paper is due at noon.

Citation Style

Students should follow the Style Manual for Political Science, which was created by the American Political Science Association and revised in 2018. Within the main text of the paper, they should use two types of formats, Author (Year) and (Author Year).

1. Arena (2014) argues that extant literature is largely based on descriptive analysis.
2. This finding is consistent with other research which adopts a different analytic approach (Arena 2014).

At the end of the paper, however, students should compile a list of references in accordance with the following formats, depending on the type of cited documents.

1. Books and book chapters

2. Journal articles
3. Newspapers and magazines

4. Websites, blogs and social media

5. Thesis or dissertation

6. Conference papers

**Academic Integrity**

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost’s Office website at: [https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf](https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf).

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

**Disability Accommodations**

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully reg-
istered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student’s eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor’s official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact CADR. Confidentiality will be observed in all inquiries.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU’s Title IX Coordinator that you shared an experience relating to Title IX. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; Anna.Kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU’s Integrity Hotline by calling 1-877-525-5669 or online at http://www.lighthouse-services.com/slu. To view SLU’s policies and for resources, please visit the following web address: https://www.slu.edu/about/safety/sexual-assault-resources/index.php.

Student Support Resources

University Counseling Center

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as ad-
justment to college life, troubling changes in mood, and chronic psychological condi-
tions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the
second floor of Wuller Hall. For after hours needs, please press #9 after dialing the
clinic number.

Wellness

All students experience stressors and challenges at some point, and seeking support is
beneficial. Such challenges may be the result of academic concerns (e.g., those related
to particular assignments or content in a course), or they may be more personal in
nature (e.g., concerns related to relationships, mental health, loss, identities, alcohol
or drugs, housing or food security, or finances, among other things). If you experience
these or other difficulties, please consider seeking support from the resources available
to you.

- For concerns related to this course, please contact me. I am invested in your suc-
   cess and will support your success in the ways I can.

- Additionally, you have access to the many resources SLU provides in support of
  your personal wellness. You will find a list of available resources on the Well-being
  page of the SLU website.

If you or someone you know is experiencing a crisis: please consult the Crisis Sup-
port and Warning Signs on the University Counseling Center website. In the spirit of
cura personalis, the University sees your academic success as connected to your health
and well-being and provides resources to support your holistic wellness.

Basic Needs Security

Students experiencing food insecurity, housing insecurity, and any other challenges
that are impacting their personal and/or academic wellbeing are encouraged to contact
the Dean of Students Office for support. Students can submit an intake form, email
deanofstudents@slu.edu, or call 314-977-9378 to connect with their office. Students
may also communicate directly with their instructors about any challenges they are
experiencing to receive support and resource referrals.

Course Schedule

Week 1: Introduction

1. Aug 23 (Wed) Course Overview
   - Read the syllabus

Week 2: Making Sense of Development

1. Aug 28 (Mon) What Are “Development” and “Underdevelopment”?
   • Handelman & Brynen (2019), Chapter 1

2. Aug 30 (Wed) Poverty in the Developing World

3. Sep 1 (Fri) States and State-Building in History and Theory

Week 3: Political Economy

1. Sep 4 (Mon) Labor Day, No Class

2. Sep 6 (Wed) Understanding Political Economy
   • Handelman & Brynen (2019), Chapter 2

3. Sep 8 (Fri) Making Hard Choices: Political Economy in the Real World

Week 4: Democracy

1. Sep 11 (Mon) What Is Democracy and How Is It Built?
   • Handelman & Brynen (2019), Chapter 3
• (Recommended) Boix, C., & Stokes, S. C. 2003. “Endogenous Democrati-

2. Sep 13 (Wed) Democratic Breakdown and Authoritarian Resilience
   • Gandhi, Jennifer. 2019. “The Institutional Roots of Democratic Backslid-
   • Cunningham, Edward, Tony Saich and Jesse Turiel. 2020. “Understand-
ing CCP Resilience: Surveying Chinese Public Opinion through Time.” Ash

3. Sep 15 (Fri) Does Democracy Promote Economic Development?
   • Acemoglu, Daron, Simon Johnson and James A Robinson. 2001. “The
     Colonial Origins of Comparative Development: An Empirical Investigation.”
     1(1):127.

Week 5: Corruption

1. Sep 18 (Mon) The Challenge of Corruption
   • Handelman & Brynen (2019), Chapter 4

2. Sep 20 (Wed) Empirical Investigation
tive Economics 29(1):66–79.

3. Sep 22 (Fri) Group Discussion (I): The Case of China
   • Ang, Yuen Yuen, 2020. “Unbundling Corruption across Countries.” In
     China’s Gilded Age: The Paradox of Economic Boom and Vast Corruption.
   • Ang, Yuen Yuen, 2020. “Unbundling Corruption over Time.” In China’s
     Gilded Age: The Paradox of Economic Boom and Vast Corruption. Cambridge
     University Press. Chapter 3, pp. 52–84.

Week 6: Religion

1. Sep 25 (Mon) Religion and Politics in Developing Countries
2. **Sep 27 (Wed) Wellness Day, No Class**

3. **Sep 29 (Fri) Religion and Conflicts**

**Week 7: Culture and Gender**

1. **Oct 2 (Mon) The Impact of Cultural Difference**
   - Handelman & Brynen (2019), Chapter 6

2. **Oct 4 (Wed) Gender and Politics**
   - Handelman & Brynen (2019), Chapter 7

3. **Oct 6 (Fri) Group Discussion (II): The Case of India**

**Week 8: Rural-urban Divide**

1. **Oct 9 (Mon) Exam Review**

2. **Oct 11 (Wed) Midterm Exam**
   - Time: 10:00 AM–11:00 AM
   - Location: MCG 118L

3. **Oct 13 (Fri) The Rural-urban Divide in Developing Countries**
   - Handelman & Brynen (2019), Chapter 8

Week 9: Revolutions and Military Politics

1. Oct 16 (Mon) Revolutions and Revolutionary Movements
   • Handelman & Brynen (2019), Chapter 9

2. Oct 18 (Wed) The Political Role of the Armed Forces
   • Handelman & Brynen (2019), Chapter 10

3. Oct 20 (Fri) Group Discussion (III): Pakistan

Week 10: Electoral Systems

1. Oct 23 (Mon) Types of Electoral Systems

2. Oct 25 (Wed) Elections under Authoritarianism

3. Oct 27 (Fri) Fall Break, No Class

Week 11: State Capacity

1. Oct 30 (Mon) What Is State Capacity?


2. **Nov 1 (Wed) Bureaucratic Competence**


3. **Nov 3 (Fri) Group Discussion (IV): The Case of Iraq**


**Week 12: China’s Political Economy**

1. **Nov 6 (Mon) The Maoist Era**


2. **Nov 8 (Wed) Economic Reform**


• Congressiona1 Research Service. 2015. “China as the World’s ‘Largest Economy.’” *In Focus* 10110, Version 3, January 29th.


3. **Nov 10 (Fri) Explaining China’s Development**


Week 13: China’s Political System

1. Nov 13 (Mon) A View from the Outside

2. Nov 15 (Wed) A View from the Inside

3. Nov 17 (Fri) China’s Prospect of Democratization

Week 14: China’s Economic Data

1. Nov 20 (Mon) Data Credibility and Availability
2. Nov 22 (Wed) Thanksgiving Day, No Class
3. Nov 24 (Fri) Thanksgiving Day, No Class

Week 15: The Politics of the Global South

1. Nov 27 (Mon) The BRICS

2. Nov 29 (Wed) The “Belt and Road” Initiative

3. Dec 1 (Fri) A China Model?

Week 16: Wrap Up

1. Dec 4 (Mon) Exam Review
2. Dec 6 (Wed) Final Exam
   - Date/Time: December 6, 10:00 AM–11:00 AM
   - Location: MCG 118L
3. Dec 8 (Fri): Q&A Session on the Policy Paper

Week 17: Finals

1. Dec 14 (Thu): The policy paper is due at noon.