

CPO3034.2: Politics of Developing Areas

Semester: Fall

Course Information

- Course: CPO3034.2
- Class Time: Mon & Wed, 4:50 PM - 6:05 PM
- Venue: HWC 3502
- University: Florida State University

Instructor Information

- Instructor: Kwabena Fynn Fletcher
- Office: 564 Bellamy Building
- Email: kf21k@fsu.edu
- Office Hours: By appointment

A study of the political forces shaping development in the Global South.

COURSE DESCRIPTION

The course "Politics of Developing Areas" focuses on the political dynamics of the "Global South," providing a historical account of economic and political development. The class will explore the political aspects of economic and human development, with an emphasis on the political forces shaping development in developing countries.

Students will gain an understanding of the complex relationship between politics and development in the Global South. We will examine how politics shape economic and human development, including the role of the state, international organizations, and other actors. We will also examine the strategies these countries have experimented with in their bid to catch up to the advanced industrial countries, both in terms of economic growth and democracy.

Theoretical Approach

While incorporating material authored by economists, the core perspective of this course is that of a political scientist. We adopt a strategic approach to theory construction, meaning that we will assume that political actors are forward-thinking, goal-oriented, and rational and that they condition their behavior on the behavior of others. This approach emphasizes the importance of state institutions and policy choices, often more so than geographic or cultural factors, in creating the necessary conditions for economic growth.

Key Questions

- How do political institutions shape economic development?
- Why do governments sometimes choose policies that hinder growth?
- What determines the success or failure of important reforms?
- Are there preconditions for democracy?
- What are the challenges to democratization in the 21st century?

By the end of the course, students will have a comprehensive understanding of the challenges and opportunities of economic and political development in the Global South.

REQUIRED COURSE MATERIALS

McMichael, P. (2017). *Development and social change: A global perspective*. Sage Publications.

Clark, W. R., Golder, M., & Golder, S. N. (2017). *Principles of comparative politics*. CQ Press.

Sachs, Jeffrey D. (2006). *The end of poverty: Economic possibilities for our time*. Penguin.

Bates, Robert H. (1981). *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. University of California Press.

Note: Scanned chapters of these books will be available on Canvas.

EVALUATION AND GRADING

The final grade is based on 100 total points distributed as follows:

Component	Points
Class Participation	30
Synthesis Essays (2 @ 20 pts each)	40
Quizzes (2 @ 15 pts each)	30
Total	100

An optional component worth 15 points is available (see below).

Class Participation (30 points)

To fulfill the participation requirement, students are expected to:

- Complete all reading assignments in advance and come to class prepared to discuss the material. Please bring a copy of the readings to class.
- Attend class, take effective notes, and ask informed questions of the instructor.
- Critically engage with the material and participate actively in class discussions.
- Refrain from negative participation (behavior disrespectful to others).

Synthesis Essays (40 points)

- You will write two short essays reflecting on course concepts.
- Prompts will be given in class and are due one week later.
- Each essay must answer one question in under two pages (single-spaced). I stop reading after two pages.
- Essays must include both in-text citations and a reference list, with in-text citations including page numbers.
- Late submissions are not accepted unless exceptional health-related circumstances arise, at my discretion.
- Submission of Synthesis Essay 2 is due on **December 10**.

Quizzes (30 points)

- There will be a total of 2 quizzes administered in class in a multiple-choice format, each worth 15 points.
- Quiz 1 is on **October 1**.
- Quiz 2 is on **October 27**.

Optional Discussion Leadership (15 Points)

- In the last week of October (Nov 3 & Nov 5), students may sign up to lead a discussion on any reading from Weeks 12–15.
- This session will be conducted over Zoom with me and the student only.
- The discussion will focus on the arguments in the reading and the student's reaction or views.
- Discussion will not last more than 10 minutes per student.

Grading Conversion Chart

Grades ending in .5 or higher are rounded up to the nearest whole percentage point.

$\geq 93 = A^*$	87-89 = B+	77-79 = C+	67-69 = D+
90-92 = A-	83-86 = B	73-76 = C	63-66 = D
	80-82 = B-	70-72 = C-	60-62 = D-

*An A is the highest grade you can earn in this class.

COURSE POLICIES

Technology Policy

While technology can enhance engagement, it can also be highly distracting.

- I strongly recommend turning off cell phones during class time, except in exceptional circumstances. Texting or reading course material on phones is not permitted.
- Laptops are discouraged. Research shows that handwriting notes improves test scores. Please leave laptops at home.
- Taking pictures of slides without explicit permission is a breach of intellectual property rights.

Recording of Lectures (HB223)

Consistent with state law and university policy, students are permitted to record class lectures for personal use only. Sharing, posting, or publishing classroom recordings may result in Honor Code violations and legal penalties. To maintain a free and open learning environment, students

must monitor recordings to ensure the participation of other students is not included without permission. Students with disabilities will receive appropriate accommodation via the Office of Accessibility Services.

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 written excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy

All students are responsible for reading and adhering to the Florida State University Academic Honor Policy, which outlines expectations for the integrity of academic work. The pledge is to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Find the full policy at <http://fda.fsu.edu/academic-resources/academic-integrity-and-gri>)

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.

Statement on Public Health Protocols

During any adverse event or condition that threatens our University community, please look for specific information on the FSU Alerts page (<https://alerts.fsu.edu/>) to ascertain particulars of the current situation. Please be patient with one another while we navigate any ongoing challenge. We are committed to helping you learn the material thoroughly and stay on schedule with your degree program.

UNIVERSITY RESOURCES

Americans with Disabilities Act (ADA)

FSU is committed to providing reasonable accommodation for all persons with disabilities. Students needing academic accommodation should:

1. Register with and provide documentation to the Office of Accessibility Services (OAS).

2. Request a letter from OAS to be sent to the instructor indicating the need for accommodation.
3. Meet with the instructor to review approved accommodations.

Instructors cannot provide classroom accommodations without appropriate verification from OAS. Syllabus materials are available in an alternative format upon request.

Office of Accessibility Services Contact:

- Location: 108 Student Services Building, 874 Traditions Way
- Phone: (850) 644-9566 (voice) / (850) 644-8504 (TDD)
- Email: oas@fsu.edu
- Website: <https://dsst.fsu.edu/oas>

Academic Success Resources

Your academic success is a top priority for Florida State University. Resources include tutoring centers, computer labs, counseling and health services, and services for designated groups.

- **Free Tutoring from FSU:** A comprehensive list of on-campus tutoring options (including writing assistance) is available at tutoring.fsu.edu.

Confidential Campus Resources

Resources available to assist students with navigating stressors:

- **Victim Advocate Program:** University Center A, Rm. 4100. (850) 644-7161 (24/7/365).
- **Counseling and Psychological Services (CAPS):**
 - Mission: Address psychological needs and personal concerns interfering with academic progress and well-being.
 - Services: Individual therapy, group therapy, crisis intervention, after-hours crisis hotline.
 - Location: 250 Askew Student Life Center, 942 Learning Way.
 - Phone: (850) 644-TALK (8255). Walk-in and Appointment Hours: M-F 8 am – 4 pm.
 - Website: <https://counseling.fsu.edu/>
- **University Health Services (UHS):**
 - Mission: Promote and improve the overall health and well-being of FSU students.
 - Services: General medical care, priority care, gynecological services, immunizations, and physical therapy.
 - Location: Health and Wellness Center, 960 Learning Way.
 - Phone: (850) 644-6230. Hours: M-F, 8 am – 4 pm.
 - Website: <https://uhs.fsu.edu/>

COURSE SCHEDULE

Week 1: Introduction to the Developing World

- **Aug 25: What is development? And where does it come from?**
 - McMichael, Philip, and Heloise Weber. (2020). *Development and social change*. Sage Publications. pp. 1–4.
 - *Further reading:* Bates, Robert. (2001). *Prosperity and violence*. Vol. 1. New York: Norton. pp 1-98.
- **Aug 27: What is Development (continued)**
 - Sachs, Jeffrey D. (2006). *The end of poverty: Economic possibilities for our time*. Penguin. Pp 26-50.
 - *Further reading:* Bates, Robert H. (1981). *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. University of California Press.

Week 2: Where Does Global Inequality Come From? (and how much of it is there?)

- **Sept 1: No Class**
- **Sept 3: Traps and Global Inequality**
 - Collier, Paul. (2007). "Why the poorest countries are failing and what can be done about it." *Wider Angle*, 2, pp. 1-3.
 - Sachs, Jeffrey D. (2006). *The end of poverty: Economic possibilities for our time*. Penguin. Pp 51-73.

Week 3: Origin of Inequality (continued)

- **Sept 8: The Geographic Origins of Underdevelopment**
 - Acemoglu, Daron, Simon Johnson, and James Robinson. (2001). "The Colonial Origins of Comparative Development: An Empirical Investigation." *The American Economic Review*, 91:5, pp. 1369-1401.
 - Gallup, John Luke, Jeffrey D. Sachs, and Andrew D. Mellinger. (1999). "Geography and economic development." *International regional science review*, 2, pp. 179-232.
- **Sept 10: The Political Origins of Underdevelopment**
 - Gay, Robert. (1999). "The Broker and the Thief: A Parable (Reflections on Popular Politics in Brazil)." *Luso-Brazilian Review*, 36:1, pp. 49-70.
 - Ross, Michael L. (1999). "The political economy of the resource curse." *World politics*, 2, pp. 297-322.

Week 4: What were some Strategies to Development?

- **Sept 15: Modernization Theory**
 - Rapley, John. (2007). *Understanding Development: Theory and Practice in the Third World* (3rd Edition). pp. 15-16.
 - Rostow, W. W. (1959). "The Stages of Economic Growth." *The Economic History Review*, vol. 12, no. 1, pp. 1-16.
- **Sept 17: Dependency Theory**
 - Rapley, John. (2013). *Understanding development: Theory and practice in the third world*. Routledge. pp. 16-19.
 - Dos Santos, Theotonio. (2019). "The structure of dependence." *The gap between rich and poor*. Routledge. pp. 95-104.

Week 5: Strategies for Development (continued)

- **Sept 22: State-led Development & Import Substitution Industrialization (ISI)**
 - Rapley, John. (2007). *Understanding Development: Theory and Practice in the Third World* (3rd Edition). pp. 21-23.
 - Hirschman, Albert O. (1968). "The Political Economy of Import-Substituting Industrialization in Latin America." *The Quarterly Journal of Economics*, vol. 82, no. 1, pp. 1-32.
- **Sept 24: Foundations of Neoliberal Policies & Structural Adjustment Programs (SAP)**
 - Williamson, John. (1990). "What Washington Means by Policy Reform." *Latin American Adjustment: How Much Has Happened?*, pp. 7-20.
 - Rodrik, Dani. (1996). "Understanding economic policy reform." *Journal of Economic Literature*, 34, no. 1, pp. 9-41.
 - Van de Walle, Nicolas. (2001). *African Economies and the Politics of Permanent Crisis, 1979-1999*. Cambridge University Press.

Week 6: Quiz Preparation and Administration

- **Sept 29: Quiz preparation. One-to-One Zoom Sessions**
- **Oct 1: Quiz 1**

Week 7: Alternative Models of Growth

- **Oct 6: Asian Tigers & the Role of the State**
 - Team, CFI. (2022). "Four Asian Tigers: Hong Kong, Taiwan, Singapore and South Korea." Corporate Finance Institute. <https://corporatefinanceinstitute.com/resources/economics/>
- **Oct 8: China**
 - Sachs, Jeffrey D. (2006). *The end of poverty: Economic possibilities for our time*. Penguin. pp. 148-69.

Week 8: Democracy and Development

- **Oct 13: Democratic History and Definitions**
 - Dahl, R. A. (2020). *On democracy*. Yale University Press. pp. 14–32.
- **Oct 15: Democracy and development**
 - Lipset, Seymour Martin. (1959). “Some Social Requisites of Democracy: Economic Development and Political Legitimacy.” *American Political Science Review*, 53, pp. 69–105.
 - Acemoglu, D., Naidu, S., Restrepo, P., & Robinson, J. A. (2019). “Democracy does cause growth.” *Journal of Political Economy*, 127(1), pp. 47-100.

Week 9: Democratic Preconditions

- **Oct 20: Cultural Determinants of Democracy**
 - Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. (2017). *Principles of comparative politics*. CQ Press. 300- 312.
 - Putnam, Robert. (1993). “What Makes Democracy Work?” *National Civic Review*, pp. 101-107.
- **Oct 22: Modernization & Economic Preconditions**
 - Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. (2017). *Principles of comparative politics*. CQ Press. 223-246.
 - Moore, Barrington. (1993). *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Reprint edition. Boston: Beacon Press, chapter 7: The Democratic Road to Modern Society, pp. 413-433.

Week 10: Quiz and Break

- **Oct 27: Quiz 2**
- **Oct 29: No class (Medical Appointment)**

Week 11: Discussion Leadership

- **Nov 3: Discussion Leadership (Optional)**
- **Nov 5: Discussion Leadership (Optional)**

Week 12: Consequences of Democratic Institutions?

- **Nov 10: Elections and Development**
 - Harris, J. Andrew and Daniel N. Posner. (2019). “(Under What Conditions) Do Politicians Reward Their Supporters? Evidence from Kenya’s Constituencies Development Fund.” *APSR*, 113 (1), pp. 123-139.
- **Nov 12: Patronage & Clientelism**
 - Corstange, Daniel. (2018). “Clientelism in Competitive and Uncompetitive Elections.” *Comparative Political Studies*, 51(1), pp. 76-104.

Week 13: Contemporary Issues

- **Nov 17: Transparency & Information**
 - Ferraz, Claudio and Fred Finan. (2008). “Exposing Corrupt Politicians: The Effects of Brazil’s Publicly Released Audits on Electoral Outcomes.” *QJE*, 123(2), pp. 703-74.
- **Nov 19: Censorship**
 - Xu, Xu. (2021). “To Repress or to Co-opt? Authoritarian Control in the Age of Digital Surveillance.” *AJPS*, 65 (2), pp. 309-325.

Week 14: Subnational Politics

- **Nov 24: Ethnic Politics**
 - Reuter, Ora John and Graeme Robertson. (2012). “Subnational Appointments in Authoritarian Regimes: Evidence from Russian Gubernatorial Appointments.” *Journal of Politics*, 74.
- **Nov 26: No Class – Thanksgiving Holiday**

Week 15: Gender & Politics

- **Dec 1: Women in Politics**
 - Clayton, Amanda and Par Zetterberg. (2021). “Gender and Party Discipline: Evidence from Africa’s Emerging Party Systems.” *APSR*, 115 (3), pp. 869-884.
- **Dec 3: Global Trends in Gender and Politics**
 - Bush et al. (2021). “Gender Quotas and International Reputation.” *AJPS*, 65 (2), pp. 326-341.

Week 16: Finals

- **Dec 10: Submission of Synthesis Essay 2**