**Politics 351: Politics in the Developing Countries**

**DRAFT Syllabus v2**

Fall 2011

Lectures Tuesday & Thursday 10-10:50am

Professor: Tyson Roberts

Preceptors: Raymond Kuo, Michalis Moutselos, Justin Simeone

**Overview:**

The developing world is one of startling contradictions and variety. The Asian Tigers and now China have experienced skyrocketing development, while most African, Middle Eastern, and many Latin American countries have witnessed economic stagnation and halting advancement. These countries possess a diverse array of political institutions and structures, from ruthless, personalistic dictatorships to “soft” authoritarianism to competitive, multiparty democracy. And as developing countries increase in financial and manufacturing strength, international political importance, and even in population, clear understanding of their internal political, economic, social, and cultural dynamics is essential.

What are the causes and consequences of their development? What distinguishes their politics from those in the advanced, industrialized countries? What problems do these countries face, and what guidance can policy makers – both in the U.S. and abroad – take from scholarly research to meet these challenges? In this course, we will investigate the distinctive and not-so-distinctive features of political life in the developing world, attempting to understand patterns of similarity and difference across countries. In particular, we will consider the rise of the modern state, trying to understand the degree to which national governments have been able to wield effective authority over societies. We will also touch upon issues of political order and revolution, ethnic identity and democracy, and economic development and the role of foreign aid.

The course is designed to provide you with ample opportunity to take general ideas about the causes and consequences of political interaction and apply them – as policy makers do – to the challenges and constraints faced by actual countries in order to develop effective political solutions.

**Course Goals**:

1. Develop a solid understanding of important theories regarding politics in developing countries;
2. Acquire substantive knowledge about the politics in a range of countries, including “mini-expertise” in one.
3. Hone research and analytical skills, as well as the application theories to specific cases.

**Course requirements/grading**:

* Papers - 40%
* Class/Precept Participation - 10%
* Mid Term Exam - 20%
* Take Home Final Exam - 30%

*Papers:*

Good resources include the Quality of Government dataset, World Bank World Development Indicators, the Economist Intelligence Unit country profiles and country reports, the Library of Congress country studies, JSTOR, scholar.google.com, and those things on the shelves in the library. Wikipedia can be used to identify sources but should not be used as a final source. All papers should be normal size font (12-point Times Roman or similar), double-spaced (NOT 1½ spaced), with 1-inch margins. Pages after the page limit will not be read or graded. Be sure to insert page numbers.

* Country research & analysis assignments (10%): 10 assignments, due at the beginning of precept (be prepared to share), written by country groups of 2 or 3 on a single country. Spend about 2-3 hours per week on these. Graded check plus, check, or check minus. Lowest grade dropped. Should be ~2 pages each of text, double-spaced, plus 1 additional page, if necessary, for figures or tables. An extra bibliography page is also acceptable. No late work accepted. If the group misses precept, submit the assignment to your preceptor electronically ten minutes before precept starts.
* Short paper (10%): Due Wednesday, day before Thanksgiving (Nov. 23) at 5 pm, written in country groups of 2 or 3. Choose one of the first seven research & analysis assignments and expand it into a five page paper. Compare your country to either Zaire (as portrayed in the film Mobutu: King of Zaire) or Bolivia (as portrayed in Our Brand is Crisis). Should be 6-8 pages, not including bibliography, plus 1 additional page, if necessary, for figures or tables. Grade will drop one full letter grade if it is late less than one day, two letter grades if it is late one day but not two days, etc. Papers should be submitted to your preceptor and student evaluators (discussed below).
  + *Peer Review*: Each student will also receive another group’s short paper. Please submit a one page (single-spaced) critical evaluation of the piece, focusing on the overall argument, application of theory, and/or the evidence presented. This is a test of critical thinking and writing skills: Can you effectively analyze the gaps in your colleagues’ arguments and offer constructive means to address those issues? Can you do so in a way that engages and encourages your audience? Evaluations are due to the group and your preceptor by 5 pm, Dec. 1.
* Long paper (20%): Due on Dean’s Date. Written individually. Address a question related to one or more of the class readings. Do not write on the same topic as the other member(s) of your research assignment group. Submit the proposed question to preceptor before Week 11 precept. In answering the question, compare your country either to its neighbors or to one or more of the countries covered in one of the class readings or films. Should be 8-10 pages total, not including bibliography, plus up to 2 additional pages, if necessary, for figures or tables. Should demonstrate knowledge of the course readings, as well as use research to answer the question. Grade will drop one full letter grade if it is late less than 12 hours, two full letter grades if it is late 12-24 hours, etc.

*Class/precept participation*:

* Attendance and Participation in class and precept discussions and exercises
* Reading responses: Each Monday evening at midnight, submitted to the discussion board, answering the following: What did you think was most important or most interesting in each reading? Aim for 2-5 sentences for each reading. Spend 30-60 minutes total on these each week. DO NOT summarize the entire reading. Don’t worry about grammar and syntax, just put the ideas down. Separate the readings with bullet points or paragraphs so preceptors don’t think you missed a reading. Graded complete, partially complete, or incomplete. Lowest grade dropped. No late work accepted.
* Class presentation on your country: The class will be divided into 20 presentation groups, each covering 2-3 countries. Starting Week 2, each lecture will begin with a 4-minute presentation by one of the groups. The presentation will introduce the class to the countries covered by the students in the group, including the most pertinent political players/groups, type of government (for example, parliamentary democracy or military dictatorship), and an important and fairly recent issue or event. If appropriate, the group should mention an issue or event relating to the class material that week. The presentation can be a Powerpoint presentation (should include appropriate photos and graphs) or an original video narrated by the group. Presentations that are particularly effective will receive extra credit. The midterm and the final will include extra credit questions from the country presentations.

*Midterm exam*: Short answer exam, in class. Will cover material from first 5 weeks.

*Final Exam*: Take home exam, short answer format. Will cover all 12 weeks.

**Books and Readings**:

All the required readings and most of the recommended ones can be found on e-reserves via Blackboard. Don’t forget that Princeton provides with you free online access to journals and magazines, including the Economist and Foreign Affairs, which are used in this course.

The following books are highly recommended, though not required, for purchase. The first two are assigned in many political science courses and are an essential addition to any library on the developing world. Brownlee’s book contains excellent, in-depth coverage and analysis of four major developing countries (Iran, Egypt, Philippines, and Malaysia). Many of you may find these chapters of interest in addition to the selections assigned in the course.

* Huntington, Samuel. (2006) *Political Order in Changing Societies*. New Haven: Yale University Press.
* Geddes, Barbara. (2003) *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. Ann Arbor: University of Michigan Press.
* Brownlee, Jason. (2007) *Authoritarianism in an Age of Democratization*. New York: Cambridge University Press.

**Weekly Lectures, Readings, and Assignments**

**WEEK 0 & 1: What is a developing country? What is politics? What is political science?**

*Lectures:*

* Thursday Sept 15
* (No precept this week)
* Tuesday Sept 20
* Thursday Sept 22
* First precept meeting Sept 22/23

*Required reading:*

* Martin Lipset. (1959). “Some Social Requisites of Democracy: Economic Development and Political Legitimacy,” *APSR* 53:1, pp. 69-105. Pages 69-85 are REQUIRED. The rest of the article is OPTIONAL.
* Amartya Sen. (1999). *Development as Freedom*. Intro (p. 3-11, 38-40)
* Cypher and Dietz. (2004). *The Process of Economic Development*. Chapter 2: Measuring economic growth and development (p. 28-57). (Boxes are OPTIONAL)
* Deaton A. 2008. Income, Health, and Well-Being around the World: Evidence from the Gallup World Poll. *Journal of Economic Perspectives* 22:53-72 (Spring 2008).
* Clark, Golder, and Golder. Principles of Comparative Politics, Chapter 3: What is Politics? (pp. 55-83)
* Listen to <http://www.thisamericanlife.org/radio-archives/episode/419/petty-tyrant>
* Watch <http://www.gapminder.org/videos/gapcasts/gapcast-3-human-development-trends/>

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*Optional:*

* Watch <http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html>
* Watch <http://www.ted.com/talks/hans_rosling_reveals_new_insights_on_poverty.html>
* United Nations Development Program, *The Human Development Report*, Chapter 1, “Defining and Measuring Human Development.” Pp. 9-16. Available at: <http://hdr.undp.org/en/reports/global/hdr1990/chapters/>
* William Easterly, *The Elusive Quest for Growth* (Cambridge, MA: MIT Press, 2001), Chapter 1: To Help the Poor (pp. 5-15)
* Paul Krugman (2009) *Macroeconomics*. Chapter 9: Long Run Economic Growth, pp. 225-256
* Stiglitz, Sen, and Fitoussi. (2009). *Report by the Commission on the Measure of Economic Performance and Social Progress*, Executive Summary, pp. 7-18.

*Country research & analysis*:

* Describe your country’s level of development relative to other countries. Consider consistency/discrepancies across measures.
* Steve Raucci (in the podcast) is a metaphor for some dictatorships in developing country. The local elections are a metaphor for some democracies in developing countries. How did Steve Raucci stay in power? How did the politicians in the podcast win elections? Consider the EVL game and Table 3.3 in Chapter 3 of CG&G. Which outcome are Steve Raucci’s workers in? Which outcome are the voters in?
* How do the dynamics in the podcast relate to your country? Based on a quick search, what tactics does the government (the current one or a previous one) in your country use to stay in power? In which of the Table 3.3 outcomes are the citizens in your country?

**WEEK 2: Colonial legacy and independence movements**

*Lectures:*

* Tuesday Sept 27
* Thursday Sept 29 (Rosh Hashanah – will need preceptor guest lecturer)

*Required reading:*

* Diamond, Jared. 1999. Chapter 3: Collision at Cajamarca. Guns, Germs, and Steel: The fates of human societies. REQUIRED: pp. 67-74.
* Kohli, Atul. (1999). “Where Do High-Growth Political Economies Come From? The Japanese Lineage of Korea’s ‘Developmental State’ ” in Meredith Woo Cumings, The Developmental State (Ithaca, NY: Cornell University Press), 93-136.
* Kesselman, M. J. (ed), Kohli in (1999). “India,” in Introduction to Third World Politics. Boston, Houghton Mifflin, 83-128.
* Herbst, J. I. (2000). Chapter 3: The Europeans and the African Problem. *States and Power in Africa: Comparative Lessons in Authority and Control.* Princeton, N.J.: Princeton University Press, pp. 58-96.
* Watch Part I of film: Mobutu, King of Zaire

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*Optional:*

* Diamond, Jared. 1999. Rest of Chapter 3 in *Guns, Germs and Steel* and other chapters.
* Herbst, J. I. (2000). Chapters 1, 2, 4, 5. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton, N.J.: Princeton University Press.
* Posner, Daniel. 2005. *Institutions and Ethnic Politics in Africa*, Chapter 3.
* *Gandhi* film, with Ben Kingsley

*Country research & analysis*:

* What is your country’s “colonial legacy”? When colonized, by whom, how?
* How did your country become independent? Who was the first independent president/prime minister?
* How does your country’s transition to independence compare with that of the Congo/Zaire, as portrayed in the film? How does your country’s first leader compare with Lumumba and Mobutu, as portrayed in the film?

**WEEK 3: Factor endowments, institutions, and development**

*Lectures*:

* Tuesday October 4
* Thursday October 6

*Required reading:*

* Sokoloff and Engerman (2000), ‘Institutions, factor endowments, and paths of development in the new world.” *Journal of Economic Perspectives* 14, pp. 217–232
* Easterly and Levine. (2003). “Tropics, germs, and crops: how endowments influence economic development,” *Journal of Monetary Economics* Volume 50, Issue 1, January 2003, Pages 3-39
* Ross, Michael L. 2009. Oil and Democracy Revisited. Working paper, available at <http://www.sscnet.ucla.edu/polisci/faculty/ross/Oil%20and%20Democracy%20Revisited.pdf> pp. 2-25
* Ross, Michael. [Oil, Islam, and Women](http://www.sscnet.ucla.edu/polisci/faculty/ross/Oil%20Islam%20and%20Women%20-%20apsr%20final.pdf)American Political Science Review, February 2008, Vol. 102, No. 1, pp. 107-121
* Birdsall N, Subramanian A. 2004. “Saving Iraq from its oil.” *Foreign Affairs*. Jul/Aug.
* The Economist (2008). “Breaking the bank: A vaunted model development project goes awry,” Sep 25th 2008
* *The Economist.* (2008). Oil, politics and corruption, Sep. 18 2008
* Watch Part 2 of film: Mobutu: King of Zaire.

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*Optional:*

* Isham, Jonathan, Michael Woolcock, Lant Pritchett, and Gwen Busby. 2005. The Varieties of Resource Experience: Natural Resource Export Structures and the Political Economy of Economic Growth. *World Bank Econ Rev* (2005) 19 (2): 141-174.
* Ross, Michael L. 2001. “Does Oil Hinder Democracy?” *World Politics* 53 (3) 325-361.
* Ross, Michael. 2006. A Closer Look at Oil, Diamonds, and Civil War. *Annual Review of Political Science* Vol. 9: 265-300
* Sachs J, Warner A. 2001. The curse of natural resources. *European Economic Review* 45:827-38
* “Roots of development: What matters most for development—geography, institutions or policy?” *The Economist*. Oct 3rd 2002.
* Dunning, Thad. 2008. *Crude Democracy*.
* Philip Verwimp, “The political economy of coffee, dictatorship, and genocide,” *European Journal of Political Economy* Volume 19, Issue 2, June 2003, pp. 161-181.
* Morse, Edward. 2011. Oil and Unrest: What Uprising in the Arab World Means for Energy Supplies, *Foreign Affairs* March 8, 2011

*Country research & analysis*:

* What is the geographic/national resource base of your country?
* How did geography/national resource base affect its colonial experience, politics, and/or economic development?
* How did these experiences compare with those of North and South America, as described in Sokoloff & Engerman? How did those experiences compare with that of Congo/Zaire, as portrayed in the film?

**WEEK 4: Globalization, crisis, and the state’s role in development**

*Lectures:*

* Tuesday October 11
* Thursday October 13

*Required reading:*

* Huntington, S. P. (1968). *Political Order in Changing Societies*. New Haven: Yale University Press, pp. 1-32.
* North, DC. 1991. "Institutions." *Journal of Economic Perspectives* 5 (1): 97-112.
* Browse through <http://info.worldbank.org/governance/wgi/resources.htm> - click on links that interest you. Most important – the six categories of governance, and the types of sources they come from.
* Weber, Max. (1964). *The Theory of Social and Economic Organization*. New York: The Free Press, 324-363.
* Evans, Peter; James E Rauch, “Bureaucracy and growth: A cross-national analysis of the effects of ‘Weberian’ state structures on economic growth,” *American Sociological Review;* Albany; Oct 1999, 748-65.
* Krugman and Obtsfeld. (2003). *International Economics*, Chapter 22: Developing Countries: Growth, Crisis, and Reform, pp. 665-702.
* Bruce R. Scott (2001). “The Great Divide in the Global Village,” *Foreign Affairs,* Vol. 80, No. 1 (Jan. - Feb., 2001), pp. 160-177
* Birdsall, Nancy and Francis Fukuyama. 2011. The Post-Washington Consensus: Development After the Crisis. *Foreign Affairs*. March/April 2011
* “The state of the state: So much to do, too weak to do it?” *The Economist*. Nov 22nd 2010, from *The World In 2011*.
* “The great repression.” The Economist. June 18th 2011.

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*Optional:*

* Cypher and Dietz. (2004). *The Process of Economic Development.* Chapter 5: Developmentalist Theories of economic development (p. 128-154),
* Easterly, William. 2001. *Elusive Quest for Growth*, Chapter 11: Governments can kill growth.
* Bhagwati. (2004). *In Defense of Globalization*, Chapter 5: Poverty: Enhanced or Diminished? pp. 51-67

*Country research & analysis*:

* What kind of state operates in your country? (e.g.
* How effective/strong is it?
  + Consider, for example, the FP Failed State index:

<http://www.foreignpolicy.com/articles/2009/06/22/the_2009_failed_states_index> (you can also get this from fp\_fsi from the QoG data set)

* + And the map in Economist (2010) article.
* How does your country compare with its neighbors?

**WEEK 5: Foreign aid, corruption, and growth**

*Lecture:*

* Tuesday October 18
* Thursday October 20

*Required reading:*

* Dollar D, Levin V. 2006. The increasing selectivity of foreign aid, 1984–2003. *World Development* 34(12):2034–46. (Skim through the technical parts)
* Dollar D, Burnside C. 2004. *Aid, policies, and growth: revisiting the evidence*. World Bank Policy Res. Work. Pap. Ser. 3251. (Skim through the technical parts) Available at <http://ideas.repec.org/p/wbk/wbrwps/3251.html>
* Economides, George, Sarantis Kalyvitis and Apostolis Philippopoulos. 2008. “Does foreign aid distort incentives and hurt growth? Theory and evidence from 75 aid-recipient countries.” *Public Choice* (2008) 134. REQUIRED: pp. 463-465 & pp. 483-485. The rest of the article is optional.
* Dunning. (2004). “Conditioning the Effects of Aid: Cold War Politics, Donor Credibility, and Democracy in Africa,” *International Organization*, 58: (p. 409-423)
* Kosack. (2003). “Effective Aid: How Democracy Allows Development Aid to Improve the Quality of Life,” *World Development*, Vol. 31, No. 1, (p. 1-22). (skim through technical parts)
* Wright, Lawrence. 2011. The Double Game: The unintended consequences of American funding in Pakistan. *The New Yorker*, May 16, pp. 91- 95.
* Listen to <http://blogs.cgdev.org/global_prosperity_wonkcast/2010/04/19/fighting-corruption-in-nigeria-nuhu-ribadu/>
* Huntington, S. P. (1968). *Political Order in Changing Societies*. New Haven: Yale University Press, pp. 59-71.
* William Easterly. (2001). *The Elusive Quest for Growth*. Chapter 12: Corruption and Growth, pp. 241-252.
* Filkins, Dexter. 2011. The Afghan Bank Heist, *The New Yorker*, February 14 & 21, pp. 48-62.
* Listen to “North Korea’s Illegal Economy,” NPR Planet Money <http://www.npr.org/blogs/money/2011/07/18/138166864/the-friday-podcast-north-koreas-illegal-economy>
* Listen to “The Economics of Bribing a Cop,” NPR Planet Money <http://www.npr.org/blogs/money/2010/04/the_friday_podcast_1.html>
* Watch Part 3 of film: Mobutu: King of Zaire.

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Optional:

* William Easterly, *The Elusive Quest for Growth* (Cambridge, MA: MIT Press, 2001), Chapter 2: Aid for Investment (pp. 25-44)

*Country research & analysis:*

* What is the level of corruption in your country? Sources including the QoG data set and <http://info.worldbank.org/governance/wgi/resources.htm> . How does your country score on other measures of governance? How has this affected growth in your country? How does your country compare with its neighbors?

**WEEK 6: Personal & Monarchical Rule**

*Lectures:*

* October 25
* (Midterm on Thursday October 27)
* (No precept this week; no country research & analysis assignment this week)

*Required reading:*

* Barbara Geddes. 2003. *Paradigms and Sandcastles*. The Classification of Authoritarian Regimes (in Chapter 2, pp. 50-53) and Appendix A (pp. 225-232 – peruse).
* Paul Brooker, *Non Democratic Regimes*, Chapter 2: Monarchical and Personal Rule (pp. 46-80)
* Bratton and van de Walle. 1997. *Democratic Experiments in Africa*. Neopatrimonial Rule section of Chapter 2: Neopatrimonial Rule in Africa (pp. 60-68).
* Jonathan Hartlyn, “The Trujillo Regime in the Dominican Republic,” in *Sultanistic Regimes*, ed., H. E. Chehabi and Juan Linz (1998). (pp. 85-112)

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*Optional:*

* Drury et al. (2006). “Corruption, Democracy, and Economic Growth,” *International Political Science Review* 27, pp. 121-133.

*Country research & analysis:*

* Would you characterize the ruler of your country as a personalist leader? Why or why not?
* Compare your country to some of the regimes we learned about this week – Zaire, Dominican Republic, North Korea, Persian Gulf monarchies, etc.

**Mid-Semester Break**

**WEEK 7: The military, military regimes, and coups d’etat**

*Lectures:*

* Tuesday, November 8
* Thursday November 10

*Required reading:*

* Collier, Paul. 2009. Chapter 6: Coups: The Unguided Missile, in *Wars, Guns, and Votes*, pp. 141-154.
* Barbara Geddes, *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics* (2003), pp. 53-85 in Chapter 2.
* Jonathan M Powell & Clayton L Thyne. 2011. Global instances of coups from 1950 to 2010: A new dataset. Journal of Peace Research 48(2) 249–259.
* Alfred Stepan. *Rethinking Military Politics: Brazil and the Southern Cone,* Chapter 1: Military Politics in Three Polity Areas: Civil Society, Political Society, and the State, pp. 3-12. Princeton University Press.
* Alfred Stepan. 1973. “The New Professionalism of Internal Warfare and Military Role Expansion,” in *Authoritarian Brazil: Origins, Policies, and Future* (pp. 47-68)
* Shah, Aqil. 2011. Getting the Military Out of Pakistani Politics. *Foreign Affairs* May/June 2011, pp. 69-82.

## The Economist. “The Turkish army: Coups away” Feb 11th 2010.

## The Economist. “The ties that bind.” Feb 24th 2011.

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**SUGGESTION**: Next week has a heavy reading load – you might want to get a head start.

*Optional:*

* Huntington, S. P. (1968). Political Order in Changing Societies. New Haven: Yale University Press, Chapter 4: Praetorianism and Political Decay, pp. 192-263.
* Paul Chambers. (2010). Thailand on the Brink: Resurgent Military, Eroded Democracy. Asian Survey, Vol. 50, No. 5 (September/October 2010), pp. 835-858.
* Londregan, John B & Keith T Poole (1990) Poverty, the coup trap, and the seizure of executive power. World Politics 42(2): 151–183.
* Watch: *Happy World: Burma, The Dictatorship of the Absurd* <http://www.happy-world.com/en>

*Country research and analysis:*

* Has your country experienced military coups? Has your country been ruled by military governments? Is the current ruler a current or former military officer? What is the relationship between the military and the (civilian?) government?

**WEEK 8 & 9: Identity Politics**

*Lectures*:

* Tuesday November 15
* Thursday November 17
* Tuesday November 22
* (Thursday November 24: Thanksgiving)

*Deadlines*:

* Reading response due Monday Nov. 14
* Country research & analysis due in precept Nov. 17/18
* 6-8-page group paper due Wednesday November 23

*Required reading*:

* Posner, Daniel. 2005. *Institutions and Ethnic Politics in Africa*, Chapter 1: Introduction, pp. 1-17, and Chapter 4: Ethnicity and Ethnic Politics in Zambia, pp. 91-129.
* William Easterly. (2001). *The Elusive Quest for Growth*. Chapter 13: Polarized People, pp. 255-281.
* Varshney, A. (2001). Ethnic Conflict and Civil society: India and Beyond. *World Politics*, 53, 362-98.

# Myers, B. R. 2010. North Korea's Race Problem: What I learned in eight years reading propaganda from inside the Hermit Kingdom. *Foreign Policy* MARCH/APRIL 2010

* Paul Collier. (2009). *Wars, Guns, and Votes: Democracy in Dangerous Places* Chapter 1: Votes and Violence, pp. 15-50, Chapter 2: Ethnic Politics, pp. 51-74
* Lars-Erik Cederman, Andreas Wimmer, Brian Min.Why Do Ethnic Groups Rebel?: New Data and Analysis*, World Politics* - Volume 62, Number 1, January 2010, pp. 87-119
* Watch film: Our Brand is Crisis*.*

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*Optional*:

* Habyarimana, James, Macartan Humphreys, Daniel Posner, and Jeremy Weinstein. 2007. Why Does Ethnic Diversity Undermine Public Goods Provision? *American Political Science Review* Vol. 101, No. 4, pp. 709-725.
* Easterly, William, and Ross Levine. 1997. Africa's Growth Tragedy: Policies and Ethnic Divisions. *The Quarterly Journal of Economics* 112 (4):1203-1250.

*Country research and analysis* (due Nov. 17/18):

* What is the ethnic composition of your country?
* Are there some ethnic groups that dominate the government, economy, or military?
* Has there been any ethnic political conflict or violence in the country? Was this the result of an ethnic group being “downgraded”, or having little political power relative to the size of the group?
* Compare ethnic relations, and their effect on politics, in your country to those in Bolivia, as portrayed in the movie.

**WEEK 10: Single and hegemonic parties**

*Lectures*:

* Tuesday November 29
* Thursday December 1

*Required reading*:

* Brownlee, Jason. 2007. *Authoritarianism in the Age of Democratization*. Chapter 1: The Political Origins of Durable Authoritarianism, pp. 16-43. Chapter 2: The Inception of Ruling Parties, pp. 44-81, Chapter 4: Ruling Parties and Regime Persistence: Egypt and Malaysia during the Third Wave, pp. 122-156.
* Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico.* Ch 1: Introduction, pp.1-42. Ch.3: Budget Cycles under PRI Hegemony, pp. 98-121,

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*Optional*:

* Barbara Geddes, *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics* (2003), pp. 53-85 in Chapter 2.
* Brownlee, Jason. 2007. *Authoritarianism in the Age of Democratization*. Chapter 3: Institutional Legacies and Coalitional Tensions, pp. 82-121.
* Beatriz Magaloni. 2008. “Credible Power Sharing and the Longevity of Authoritarian Rule,” *Comparative Political Studies* (2008), pp. 715-741.
* Magaloni and Wallace. 2008. “Citizen Loyalty, Mass Protest and Authoritarian Survival. Prepared for delivery at the conference on Dictatorships: Their Governance and Social Consequences.” Princeton University, April 25-26, 2008. (pp. 1-34)
* Barbara Geddes. 2006. “Why Parliaments and Elections in Authoritarian Regimes?” Revised version of a paper prepared for presentation at the annual meeting of the American Political Science Association, Washington DC, 2005. (pp. 1-24)
* Jennifer Gandhi. 2008. *Political Institutions Under Dictatorship*, Chapter 1.4: Nominally Democratic Institutions (pp. 34-39), Chapter 3: Use of Institutions to Co-opt (pp. 73-101)

*Country research & analysis:*

* Is there currently, or was there previously, a single party or a hegemonic party that dominated the government in your country? Did the party hold national elections?
* Did the single party/hegemonic party government survive longer than other authoritarian governments (e.g., military governments or “personalist” governments) in your country’s history (if any)?

**WEEK 11: Revolution, democratization, and the effects of democracy**

*Lectures:*

* Tuesday December 6
* Thursday December 8

*Required reading:*

* Goldstone, Jack. 2001. “Toward a Fourth Generation of Revolutionary Theory.” *APSR* 4, pp. 139-187.
* Barbara Geddes. 2009. “Changes in the Causes of Democratization through Time,” *The Sage Handbook of Comparative Politics*, ed., Todd Landman and Neil Robinson (LA: Sage), pp. 278-298
* Bratton, M. and N. Van de Walle (1997). *Democratic experiments in Africa: regime transitions in comparative perspective*. Cambridge; New York, Cambridge University Press, 1-18.
* Mainwaring, Scott, and Timothy Scully. 1995. *Building democratic institutions: party systems in Latin America*. Stanford, Calif.: Stanford University Press, chapter 1, pp. 1-6.
* Goldstone, Jack A. 2011. Understanding the Revolutions of 2011: Weakness and Resilience in Middle Eastern Autocracies. *Foreign Affairs* May/June 2011, pp. 8-16
* Doucoullagos, Hristos and Mehmet Ali Ulubasoglu (2008). “Democracy and Economic Growth: A Meta-Analysis,” *American Journal of Political Science* 52(1). REQUIRED: pp. 61-64 and Conclusion pp. 78-79. The rest is OPTIONAL.
* Bhagwati. (2004). *In Defense of Globalization*, Chapter 8: Democracy at Bay? (92 – 105)
* Review Lipset. (1959) from Week 1

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*Optional*:

* Zhao, Dingxin. 1998. Ecologies of Social Movements: Student Mobilization during the 1989 Prodemocracy Movement in Beijing. *The American Journal of Sociology*, Vol. 103, No. 6 (May 1998), pp. 1493-1529
* Other Arab Revolt articles in Foreign Affairs May/June 2011
* Carles Boix. (2003). *Democracy and Redistribution*, Chapter 2: A Theory of Political Transitions (p. 19-59), Chapter 3: Empirical Evidence, pp. 65-92.
* Mancur Olson. (1993). “Dictatorship, Democracy, and Development,” *APSR* 87:3, pp. 567-576.
* Przeworski et al. (2000). *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990,* pp. 78-117, pp.142-168
* Boix and Stokes. (2003). “Endogenous democratization.” *World Politics* 55, 517–549
* Przeworski A, Alvarez ME, Cheibub JA, Limongi F. 2001. “What Makes Democracies Endure?” In *The Global Divergence of Democracies*, ed. L Diamond, MF Plattner. Baltimore, MD; London, England: Johns Hopkins University Press, pp. 167-84.
* Sen A. 2001. “Democracy as a Universal Value.” In *The Global Divergence of Democracies*, ed. L Diamond, MF Plattner. Baltimore, MD, London, England: Johns Hopkins University Press, pp. 3-17.

*Country research & analysis:*

* Identify and describe one of the following important “moments” in your country’s history: a democratic transition; an authoritarian transition; a mass movement to produce new social policies.
* What was the role of state financial health? What was the role of elite splits? What was the role of population well-being?
* Compare this event to either the mass movement in Our Brand is Crisis, or to the Arab Revolution in 2011.

**WEEK 12: Party systems and legislative politics in developing country democracies**

*Lectures*:

* Tuesday 13
* Thursday December 15

*Required reading:*

* Mainwaring, Scott, and Timothy Scully. 1995. *Building democratic institutions: party systems in Latin America*. Stanford, Calif.: Stanford University Press, chapter 1, pp. 6-36.
* Zucco Jr, Cesar. 2009. Ideology or What? Legislative Behavior in Multiparty Presidential Settings. *The Journal of Politics* (2009), 71: 1076-1092
* Pradeep Chhibber and Ken Kollman. 1998. Party Aggregation and the Number of Parties in India and the United States.*The American Political Science Review* Vol. 92, No. 2 (Jun., 1998), pp. 329-342
* Brambor, Thomas, William Roberts Clark, Matt Golder. 2006. Are African party systems different? *Electoral Studies* xx (2006) 1-9
* Lieberman, Evan S. 2009. *Boundaries of Contagion*: *How Ethnic Politics Have Shaped Government Responses to AIDS*. Princeton, NJ: Princeton University Press. Chapters 1 & 2, pp. 1-60.

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*Optional:*

* Clark, W., Golder, M., 2006. Rehabilitating Duverger’s theory: testing the mechanical and strategic modifying effects of electoral laws. *Comparative Political Studies* 39, 679e708.

*Country research and analysis:*

* What are the most important political parties in your country?
* What is the effective number of parties in the legislature (ENPP)?
* Are members of the legislature elected in single-member or multiple-member districts? Do national parties compete in every region or do some parties focus on specific regions?
* Are parties primarily based on ideology, ethnicity, or on access to government benefits?