

CPO 4034 Politics in Developing Nations

Summer A 2025, Monday to Friday, Period 5, 2:00-3:15 pm, Anderson 0021

Instructor: Anqi Yang

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Office Hours: Wednesday 12:50-1:50 pm or by appointment

Make an appointment: <https://calendly.com/anqiyang/officehours>

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Syllabus

Course Description

This course explores theories of development and key issues concerning the developing world. We will examine how important factors shape the levels and trajectory of development, including state structure, policy, regime type, institutions, colonial legacies, and temporality, among others. We will be revisiting the classic debate of whether development leads to democracy and vice versa.

Throughout the semester, we will analyze country cases from diverse regions worldwide. We start the semester by investigating contexts where development seems elusive: What are the causes for development failures? Is there a pathway forward? The course will then dive into influential theories of development, such as the modernization theory and the world-system theory, both rooted in the historical experiences of Europe's development. In the latter part of the course, our focus shifts to regions that have experienced rapid growth, particularly in Asia, where we investigate the historical and structural drivers behind their developmental success. We will also critically examine whether rapid growth resolves deeper societal challenges and what new problems arise in these countries.

By integrating theoretical frameworks with empirical studies, this course provides a comprehensive understanding of both scholarly debates and real-world dynamics in the study of development and the developing world.

Grading

Participation (15%). Your participation will be assessed by both your attendance (5%) and your contributions to class discussions (10%). Please refer to the participation rubric for further details. Students with excused absence must submit documentation within one week of absence. Students who miss more than 30% of the class will not be able to complete/pass the course.

Presentation (15%). Once in the semester, give a thematic presentation on Friday. The presentation should include two components: 1) prepare one question (can be accompanied by several sub-questions in the same direction) you think that is worth further discussion based on your reaction to the weekly topic and open it up for class discussion. This part typically lasts 5 to 10 minutes. 2) summarize and engage with the class discussion and offer your own response to and original analysis of the

question(s). In this part, please combine your analysis with real-world examples (cases or events etc.). This part takes 12 to 15 minutes. This assignment develops your ability to engage with the topic reflectively and think independently, so please do not summarize or repeat things from the readings. The presentation will be graded on the quality and relevance of your question as well as the analysis you offer. A sign-up sheet will be circulated at the beginning of the semester for this assignment.

Quizzes (30%). Quiz 1 (15%) and Quiz 2(15%) will take place on **May 30th (Friday, Week 3)** and **June 20th (Friday, Week 6)** respectively during normal class hours through Canvas. You will need to bring your own device to the classroom and take the exam in person.

One-Page Proposal (15%). A one-page proposal for your final paper is due **June 6th 11:59 pm (Friday, Week 4)** on Canvas. Late proposals will be accepted through June 9th 11:59 pm with a deduction of 4 points each day delayed. Further instructions of the proposal will be shared before mid-term.

Final Paper (25%). It can take the form of a research proposal or a research paper. The topic of the paper should tie back to one of the themes we have covered in this course, broadly defined, and cite at least **three readings** from the class. A clear research question and an argument (or hypothesis) should be developed regardless of the form you choose. The written product should be between 1800 and 2200 words, font 12, single-spaced. You can choose any mainstream citation format (If you have no clue, Chicago style or APSA is suggested). **Due: June 18th 11:59 pm (Wednesday, Week 6).** Late papers will be accepted through June 20th 11:59 pm with a deduction of 4 points each day delayed.

Grading Scale

A	94 or above	C-	70-73.99
A-	90-93.99	D+	67-69.99
B+	87-89.99	D	64-66.99
B	84-86.99	D-	60-63.99
B-	80-83.99	E	<60
C+	77-79.99	E1	Stopped attending
C	74-76.99	I	Incomplete

Participation Rubric

	Strong	Needs Improvement	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Respectful but not engaged by comments of others	Projects a lack of interest or disrespect for others (including browsing unrelated materials during class, leaving class without explanation or spending extended time outside

			the classroom)
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, and questions	Sometimes arrives with only superficial preparation	Arrives unprepared, and little evidence of having completed or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of assignments, previous remarks of other students, and insights about assigned material	Comments show a lack of preparation or understanding	Comments reflect little understanding of either the assignment or previous remarks in class
Frequency	Actively participates at appropriate times	Participates when called upon, but no more	Seldom participates and is generally disengaged or absent

Grading scale for participation component:

A: Strong in most categories

A-: Strong in some categories but needs improvement in others

B: Needs improvement in most categories

C: Unsatisfactory in some categories

E: Unsatisfactory in nearly all categories

Course Schedule

(The instructor may adjust the reading contents as seen fitted during the semester. You will receive a notice in advance if there is a content change.)

Week 1 Introduction & Colonial Legacy

May

12	Please read the syllabus.
13	Collier, <i>The Bottom Billion</i> , Preface & Chapter 1.
14	Acemoglu and Robinson, <i>Why Nations Fail</i> , Chapter 1.
15	Mahoney, <i>Colonialism and Postcolonial Development</i> , Chapter 1.
16	Presentations

Week 2 Hindrance to Development & Humanitarianism

May

19	Collier, <i>The Bottom Billion</i> , Chapter 2-3.
20	Collier, <i>The Bottom Billion</i> , Chapter 4-5.
21	Film Screening: <i>Poverty Inc.</i> (2014)
22	<ul style="list-style-type: none"> ● Barnett, Michael, and Peter Walker. 2015. "Regime Change for Humanitarian Aid: How to Make Relief More Accountable." <i>Foreign Affairs</i> 94 (4): 130-141. ● Yrjölä, Riina. 2009. "The Invisible Violence of Celebrity Humanitarianism: Soft Images and Hard Words in the Making and Unmaking of Africa." <i>World Political Science Review</i> 5 (1):1-22.
23	Presentations

Week 3 Theories of Development & State

May

26	Holiday, No Class
27	<ul style="list-style-type: none"> ● Przeworski, Adam, and Fernando Limongi. 1997. "Modernization: Theories and Facts." <i>World Politics</i> 49 (2): 155-183. ● Huntington, <i>Political Order in Changing Societies</i>, Chapter 1: 1-11, 32-59, 78-92.
28	Sen, <i>Development as Freedom</i> , Introduction & Chapter 1.
29	<ul style="list-style-type: none"> ● Kohli, <i>State-Directed Development</i>, introduction. ● Doner, Richard F., Bryan K. Ritchie, and Dan Slater. 2005. "Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective." <i>International Organization</i> 59 (2): 327-361.
30	Presentations & Quiz 1

Week 4 World System & Institutions

June

2	Wallerstein, <i>World-Systems Analysis: An Introduction</i> , Chapter 1-3.
3	Gerschenkron, <i>Economic Backwardness in Historical Perspective</i> , Chapter 1.
4	<ul style="list-style-type: none"> ● North, Douglass, and Barry Weingast. 1989. "Constitutions and commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England." <i>Journal of Economic History</i> 49 (4): 803-832. ● Acemoglu and Robinson, <i>Why Nations Fail</i>, Chapter 12-13.
5	No Readings
6	Presentations

Week 5 Regime Type and Development

June

9	<ul style="list-style-type: none"> ● Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." <i>The American Political Science Review</i> 87 (3): 567-576. ● Ross, Michael. 2006. "Is Democracy Good for the Poor?" <i>American Journal of Political Science</i> 50 (4): 860-874. ● Sen, <i>Development as Freedom</i>, Chapter 6.
10	No Readings

11	<ul style="list-style-type: none"> ● Slater and Wong, <i>From Development to Democracy</i>, Chapter 1. ● Tsai, <i>Capitalism without Democracy</i>, Chapter 1-2. ● Inglehart, Ronald, and Christian Welzel. 2009. "How Development Leads to Democracy: What We Know About Modernization." <i>Foreign Affairs</i> 88 (2): 33-48.
12	No Readings
13	Presentations

Week 6 Gender & Corruption

June

16	<ul style="list-style-type: none"> ● Elias, Juanita, and Jonathon Louth. 2016. "Producing Migrant Domestic Work: Exploring the Everyday Political Economy of Malaysia's 'Maid Shortage'." <i>Globalizations</i> 13 (6): 830-845. ● Ross, Michael L. 2008. "Oil, Islam, and Women." <i>American Political Science Review</i> 102 (1): 107-123. ● Sen, <i>Development as Freedom</i>, Chapter 8.
17	Pei, <i>China's Crony Capitalism</i> , Introduction & Chapter 1.
18	Collier, <i>The Bottom Billion</i> , Chapter 11.
19	Holiday, No Class
20	Presentations & Quiz 2

Academic Integrity

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code.](#)

Students Requesting Accommodations

Students with disabilities that may affect your performance in this class should request academic accommodations with the *Disability Resource Center*. It is your responsibility to share the accommodation letter and communicate directly with the instructor at the beginning of the semester (or as soon as the disability occurs).

Recording and Sharing Policy

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written

consent of the instructor.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).