

PLS 5533: Graduate Seminar in Political Modernization
Department of Political Science, Eastern Illinois University
Spring 2025, Coleman Hall 3752
Time: Monday 6 PM to 8:30 PM

Instructor: Robert Tanner Bivens

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Pronouns: He/Him

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Office Hours: Monday, Tuesday, & Thursday from 2:00 PM to 3:30 PM or by appointment via email.

I. Overview

Since the end of the Cold War, the world has changed rapidly. Democracies have grown and receded, economics have seen boons and busts. In contemporary politics, the meaning of modernization, or by its other phrase, political and economic development has also changed greatly from what it looked like thirty years ago. This is particularly true for states in the Global South or Global Majority that have taken different development tracks in the postcolonial era. The comparative politics subfield explores these shifting changes in how states modernize their governance and economic structures as well as noting patterns within political institutions that shape and change over time. This course is designed to explore these topics of political and economic development.

This course seeks to answer questions relating to institutions that stimulate economic growth as well as the mechanics of good governance practices. It explores various situations that keeps states in perpetual underdevelopment as well as the domestic and international factors that influence a state's ability to develop.

II. Learning Objectives

By the end of this course, students will:

- Utilize knowledge related to institutions and how they can stimulate economic and democratic growth.
- Assess political and economic governance structures that can lead to malignant political growth.
- Engage in contemporary debates connected to political and economic development both domestically as well as internationally.

III. Student Assistance

I want my students to be able to engage in this class to the fullest of their abilities with as few distractions or conflicts as possible. It is currently a stressful time in this world with the aftermath of the pandemic on top of the rigor and challenges of academic life. In addition, those who are neurodivergent may have a difficult time in the academic setting and I want to be able to

mitigate those problems as much as possible so that you can feel confident leaving the class with the best grade possible.

As such, if you or somebody you know is struggling with anxiety or completing coursework due to neurodivergent issues, do not hesitate to reach out. EIU has a number of resources available that can help:

- EIU Office of Accessibility & Accommodations: <https://www.eiu.edu/accommodations/> Tel. 217-581-7208
- Student Counseling Clinic: <https://www.eiu.edu/counsctr/> Tel. 217-581-3413
- EIU has several other general support services that are listed here: <https://www.eiu.edu/advising/support.php>
- As always, in the event of a crisis and for immediate help call 911

IV: Course Structure & Course Components

Course Outline

This is an in-person course. We meet on **Monday from 6:00 PM to 8:30 PM**. There will be five requirements for assessment in this course. This includes a participation grade built upon weekly discussions and debates; a discussion leadership grade in which you are assigned to lead the class in discussions relating to the topic of that week, a research proposal; & presentation; and a final written research paper.

Course Components

Participation in Weekly Discussion: Students are expected to maintain consistent participation in the course. This includes attending class, engaging in class discussion when necessary, submitting assignments on time, and demonstrating participation through other means. As such, 20% of the class will be dedicated to this participation and will be calculated and added to your final grade at the end of the semester.

Note on Attendance: Attendance will be factored into your participation grade. However, attendance alone is not mandatory. It is understood that life is difficult and that we all have multiple obligations. If a student shows strong engagement with the class through work or communication, attendance inconsistencies will be mitigated. However, if a student is frequently missing class and not demonstrating a strong level of engagement, their grade may suffer as a result.

Research Project Prospectus: Each student will be expected to write a final research paper as a culmination of the course work. In addition to that work, students will need to complete a research project prospectus to present to myself and the class halfway through the semester. The prospectus is expected to be around 5-7 pages (excluding citations) and detail the thesis of the paper, the literature the student is pulling from, and why it is relevant to the Comparative Politics class. Students will be assessed on the quality of the written prospectus, the presentation to the class, and how prepared the student is at a Q&A session followed the prospectus work.

Discussion Leadership & Presentation: As a graduate level seminar, this course has a lot of readings which can be challenging for any graduate student to balance the number of readings in

class. As such, each week, two students will work together to be discussion leaders to help alleviate the burden of information on some students. That does not mean that students who are not discussion leaders are free from reading. The expectation is that all students have done the readings and are contributing. However, discussion leaders will give a presentation on the course readings at the start of the class, ask thought provoking questions about the readings, and the other students will engage in the course by responding to both the discussion leaders as well as the instructor's questions.

Students will take on the role of discussion leader twice in the semester. They will be asked to provide a 1000 word synthesis due the following Friday after their presentation and will be graded on the ability to synthesize the readings, connect them to wider discussions about political development, and their skills at fielding thought provoking questions and engaging deeply with the reading material.

Final Research Paper: This paper will be a culmination of the student's knowledge of the class. While there is no minimum or maximum, a paper should be roughly around 15-25 pages in length and should be focused on an area of comparative politics that is pertinent to the student's interests. The topic of the paper is generally open as long as it relates to comparative politics. Students will be assessed on their writing abilities, their knowledge of comparative politics, and whether or not their paper provides a robust argument in favor of the student's given thesis.

V: Grading Distribution

Assessment	Course Points
Research Proposal	20
Research Paper	40
Discussion Leadership & Presentation	20
Participation	20
TOTAL	100

Final Course Grading Scale

A = 90 to 100

B = 80 to 89

F = 0 to 79

This is a graduate-level course and there is an expectation that if you have been accepted into graduate school you will be completing work that is of high academic quality. A to A- level work is my expectation for the course. A grade of B+ is still commendable. However, it means there is room for improvement. B to B- work is barely meeting graduate-level course expectations, and it is suggested you email me if you are receiving these grades. Anything below a B- is unsatisfactory and will receive an F.

VI: Course Policies

Email Policy: I am available via email when you have questions or concerns about the course. These are professional communications: Please be respectful, formal, and proof-read your correspondence. A 24-hour turnaround time during the week should be anticipated. Please consult this syllabus before emailing, as your questions may be answered here.

All email communication must be done from your **EIU email address** and must include the course code **PLS 5533 in the subject line**. Those two requirements help me combat phishers and scammers as well as ensure they are received and read in a timely manner. If you ignore this, it is likely your email may be missed.

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct <https://www.eiu.edu/deanofstudents/conductcode.php>. Violations will be reported to the Dean of Students. <https://www.eiu.edu/deanofstudents/>.

Academic Dishonesty & Plagiarism: This course takes academic misconduct and plagiarism seriously. Do not risk a failing grade. Do not consult with others while writing exams or preparing your course material. Do NOT copy and paste preexisting work to pass it off as your own. Evidence of such behavior will lead to a zero on the assignment and, dependent upon the severity, a zero in the course (and further sanctions as appropriate). I will be looking for evidence of such behavior and will treat any as serious academic dishonesty.

Generative AI Writing Tools: The use of AI writing tools for final papers is forbidden. While writing aids such as Grammarly can assist with grammatical errors and phrasing, any AI service that generates text is not allowed. Any evidence of AI writing tools being used to write the final paper will be considered plagiarism and punished accordingly.

Food and Drink in Class: Students are free to eat or bring drinks to class if they are not disruptive to the learning experience.

Electronics in Class Policy: Laptops and tablets may be used to take notes and keep track of slides as they will be posted to D2L. Cell phones should be set to vibrate or silent while in class to ensure that the class is not disturbed. Any disruptive behavior including but not limited to: cell phones ringing during class, students watching videos on their electronic devices, sounds coming from their electronic devices, or any electronic device impeding the learning experience of other students may be grounds for **dismissal** from the class for that day.

Submissions: All written versions of the course assignments must be submitted using D2L. Assignments are **not accepted via email** (unless requested with cause).

Lates & Make-Ups: This course has a rather rigid course schedule assignment schedule. However, some leeway can be provided for students that need it. Midterm and final exams must have some form of official documentation to have them become rescheduled. However, research and group project elements are more flexible. In order to ensure you do not receive a late penalty, a student must request an extension from me **before** the deadline. Extensions requested after the deadline will frequently be denied without good cause. Any assignment that is late will receive a 5% grade

deduction for each day after the submission deadline. Once the fifth day is reached, the grade will be marked as a zero.

Preferred Name & Pronouns: If your name is different than that which is found on the university roster, please let me know either by marking it on the sheet or letting me know in person. This is helpful for a variety of students that include but not limited to: transgender students, gender nonconforming individuals, students who abbreviate their first name, students who use their middle name, international students, and so forth. If your name is also difficult to pronounce or often mispronounced, I encourage you to write it phonetically on the sheet as well, so I do not say it incorrectly. Please include your pronouns on the roster sheet as well to ensure I do not misgender anyone and to ensure others do not as well.

Class Participation & Respecting Classmates: This is a graduate-level course which means that the course will rely heavily on debates and discussions among classmates on the topic for that week. In these situations, it is expected that you behave in a professional, academic, and respectful manner. Topics including hate speech or verbiage used to belittle or harass will not be tolerated and will result in a student being dismissed from the course if it occurs.

Technical Requirements: This course uses Direct to Learn (D2L). Students should familiarize themselves with Direct to Learn (D2L) and all technical requirements as soon as possible. If you have technical concerns, EIU's IT services may be able to assist.

Make sure you have access to a reliable computer for this class to submit your writing assignments, join in discussions, and access the reading material/lecture material for the course. If you do not have a reliable computer, please let me know as soon as possible and we can find a means on campus for you to access Direct to Learn (D2L).

Accessibility & Accommodations: Times are tough, and extensions and accommodations are possible in this class. If you have any issue that impacts your ability to learn or succeed in this course you are strongly encouraged to contact the EIU Accessibility & Accommodations at EIU as soon as possible (<https://www.eiu.edu/accommodations/>) and to make formal arrangements for accommodations. Note that if you would rather not speak to your instructors, they can assist you in making appropriate accommodations with your instructors discretely.

Speak to Me: In addition, you should feel welcome speaking to your instructor and requesting an extension or accommodation for any medical, emotional, professional, or familial reason – or any other issue that impacts your ability to succeed in our course. I'll be understanding! But I ask that you be in contact with me **before you miss a deadline** rather than after it has passed

Final Appeal Date: Note that no accommodation or extension is possible after May 12th. That is the last day to make requests for accommodations or appeal to submit any late assignments. After that, there is nothing I can do, and you will have to go through the university.

Incomplete: Requests for an "Incomplete" designation in this course are only accepted under extenuating circumstances and at the discretion of the instructor. Requests **must** be made to your instructor before the final appeal date. When the course is closed the grade is finalized and there is nothing I can do.

VII: Course Materials

Required Books (3)

PLEASE READ THIS BEFORE PURCHASING BOOKS FOR CLASS! This book is available at the bookstore. HOWEVER, I am also making it available online for free. If you wish to have the Oxford Handbook of the Politics of Development, it is available. But I do suggest saving money where possible. There are a set of other books you will be expected to read for class. HOWEVER, I will be providing the PDFs for them. I'll include them as well if you wish to purchase them.

Textbook for class (1) AT THE BOOK STORE!

- Lancaster, Carol & Nicolas van de Walle. 2015. *The Oxford Handbook of the Politics of Development*. Oxford University Press. Oxford, UK.

Books read in class at some point in the semester (2) NOT AT THE BOOK STORE!

- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Oxford University Press. Oxford, UK.
- Gaventa, John. 1982. *Quiescence and Rebellion in an Appalachian Valley*. University of Illinois Press. Champaign, IL.

VIII. Class Schedule

<u>Week</u>	<u>Dates</u>	<u>Topic</u>	<u>Notes</u>
1	12-Jan	Syllabus & Introduction to Development	
2	19-Jan	NO CLASS	Martin Luther King Jr. Day
3	26-Jan	The Power of Institutions	Discussion Due*
4	2-Feb	Economic Underdevelopment & the Traps	Discussion Due*

5	9-Feb	Dependency, Structuralism, & Political Development	Discussion Due*
6	16-Feb	Domestic Factors Part I Economics & Governance	Discussion Due*
7	23-Feb	Domestic Factors Part II: Conflict & Ethnicity	Discussion Due*
8	2-Mar	International Factors Part I: Colonialism & Foreign Involvement	Discussion Due*
9	9-Mar	International Factors Part II: Belt & Road Initiatives & the legacy of Postcolonialism	Discussion Due*
10	23-Mar	Political Systems & Structures	Discussion Due*
11	30-Mar	The Asian Tigers & the Development State	Discussion Due*
12	6-Apr	Development & Underdevelopment in Africa	Discussion Due*
13	13-Apr	Political & Economic Development in the USA Pt. I	Discussion Due*
14	20-Apr	Political & Economic Development in the USA Pt. II	Discussion Due*
15	27-Apr	Presentation Week	Presentation of Final Paper Projects Due

X	4-May	FINAL WEEK	Final Paper Due

*=This assignment is due for select students for that week and is not applicable to the entire class.

IX: Detailed Course Schedule & Readings

Week 1: Syllabus and the Introduction to Course

- The Syllabus
- Cheibub, José Antonio & James Raymond Vreeland. 2015. “Modernization Theory: Does Economic Development Cause Democratization?” Oxford Handbook Chapter 1.

Week 2: MLK Jr. Day

- NONE

Week 3: The Power of Institutions

- Andrews, Matt. 2015. “How do Governments Build Capabilities to do Great Things? Ten Cases, Two Competing Explanations, One Large Research Agenda.” Oxford Handbook Chapter 14.
- Helmke, Gretchen & Steven Levitsky. 2004. “Informal Institutions and Comparative Politics: A Research Agenda.” *Perspectives on Politics*. 2(4): 725-740.
- Krishna, Anirudh. 2015. “Missing Links in the Institutional Chain.” Oxford Handbook Chapter 22.
- Lieberman, Robert C. 2002. “Ideas, Institutions, and Political Order: Explaining Political Change.” *American Political Science Review*. 96(4): 697-712.

Week 4: Economic Underdevelopment & the Traps

- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Oxford University Press. Oxford, UK.
- Easterly, William. 2006. “Reliving the 1950s: The Big Push, Poverty Traps, and Takeoffs in Economic Development.” *Journal of Economic Growth*. 11: 289-318.
- Fish, M. Steven. 2015. “Penury Traps and Prosperity Tales: Why Some Countries Escape Poverty While Others Do Not.” Oxford Handbook Chapter 6.

Week 5: Dependency, Structuralism, & Political Development

- Bates, Robert H. 2015. "Political Development." Oxford Handbook Chapter 4.
- Green, Elliott D. 2015. "Structuralism." Oxford Handbook Chapter 3.
- Mahoney, James & Diana Rodríguez-Franco. 2015. "Dependency Theory." Oxford Handbook Chapter 2.
- Morrison, Kevin M. 2015. "The Washington Consensus and the New Political Economy of Economic Reform." Oxford Handbook Chapter 5.

Week 6: Domestic Factors Part I Economics & Governance

- Houle, Christian. 2015. "Does Inequality Harm Economic Development and Democracy? Accounting for Missing Values, Noncomparable Observations, and Endogeneity." Oxford Handbook Chapter 9.
- Leftwich, Adrian & Heather Lyne de Ver. 2015. "Leadership & the Politics of Development." Oxford Handbook Chapter 15.
- Moore, Mick. 2015. "Taxation and Development." Oxford Handbook Chapter 13.
- Ross, Michael L. 2015. "The Politics of the Resource Curse: A Review." Oxford Handbook Chapter 12
- Shaxson, Nicholas. 2007. "Oil, Corruption, and the Resource Curse." *International Affairs*. 83(6): 1123-1140.

Week 7: Domestic Factors Part II: Conflict & Ethnicity

- Bates, Robert H. 2000. "Ethnicity and Development in Africa: A Reappraisal." *The American Economic Review*. 90(2): 131-134.
- Cheesman, Nic. 2015. "Ethnicity & Development." Oxford Handbook Chapter 10.
- Collier, Paul. 2004. "Development & Conflict." *Centre for the Study of African Economies*. 1-12.
- Groot, Olaf J de, Carlos Bozzoli, Anousheh Alamir, & Tilman Bruck. 2022. "The Global Economic Burden of Violent Conflict." *Journal of Peace Research*. 59(2): 259-276.
- Hegre, Havard. 2015. "Civil Conflict and Development." Oxford Handbook Chapter 11.

Week 8: International Factors Part 1: Colonialism & Foreign Involvement

- Asongu, Simplice A. & Jacinta C. Nwachukwu. 2015. "Foreign Aid & Governance in Africa." *International Review of Applied Economics*. 1-25.
- Heldring, Leander & James A. Robinson. 2015. "Colonialism & Development in Africa." Oxford Handbook Chapter 16.
- Mahoney, James. 2003. "Long-Run Development and the Legacy of Colonialism in Spanish America." *American Journal of Sociology*. 109(1): 50-106.

- Mosley, Layna. 2015. "Investment & Debt." Oxford Handbook Chapter 17.
- Resnick, Danielle. 2015. "Foreign Aid and Democratization in Developing Countries." Oxford Handbook Chapter 20.

Week 9: International Factors Part II: Belt & Road Initiatives & the Legacy of Postcolonialism

- Chen, Yaowen, Zuojun Fan, Jie Zhang, & Min Mo. 2019. "Does the Connectivity of the Belt and Road Initiative Contribute to the Economic Growth of the Belt and Road Countries?" *Emerging Markets Finance & Trade*. 55(14): 3227-3240.
- Huang, Yiping. 2016. "Understanding China's Belt & Road Initiative: Motivation, Framework, and Assessment." *China Economic Review*. 40: 314-321.
- Jones, Lee & Shahar Hameiri. 2020. "Debunking the Myth of 'Debt-trap Diplomacy': How Recipient Countries Shape China's Belt and Road Initiative." *Chatham House Report*.
- Lai, Karen P.Y., Shaun Lin, and James D. Sidaway. 2020. "Financing the Belt & Road Initiative (BRI): Research Agendas Beyond the "Debt-Trap" Discourse." *Eurasian Geography and Economics*. 61(2): 109-124.
- Su, Fubing et al. 2015. "Rethinking the Institutional Foundations of China's Hypergrowth: Official Incentives, Institutional Constraints, and Local Developmentalism." Oxford Handbook Chapter 29.

Week 10: Political Systems & Structures

- Almond, Gabriel A. 1956. "Comparative Political Systems." *The Journal of Politics*. 18(3): 391-409.
- Hicken, Allen. 2015. "Party Systems and the Politics of Development." Oxford Handbook Chapter 24.
- Keefer, Philip. 2015. "Organizing for Prosperity: Collective Action, Political Parties, and the Political Economy of Development." Oxford Handbook Chapter 21.
- Roberts, Kenneth M. 2015. "Populism and Political Representation." Oxford Handbook Chapter 25.

Week 11: The Asian Tigers & the Development State

- Chu, Yun-han & Jih-wen Lin. 2001. "Political Development in 20th-Century Taiwan: State-Building, Regime Transformation, and the Construction of National Identity." *The China Quarterly*. 165: 102-129.
- Haggard, Stephan & Myung-Koo Kang. 2015. "The Politics of Growth in South Korea: Miracle, Crisis, and the New Market Economy." Oxford Handbook Chapter 30.

- Johnson, Chalmers. 1999. "The Developmental State: Odyssey of a Concept." In M. Woo-Cummings's *The Developmental State*. Cornell University Press. Ithaca, NY. 32-60.
- Shirley, Bruno Marshall. 2014. "The Asian Tigers from Independence to Industrialization." *E-International Relations*. 1-13.

Week 12: Development & Underdevelopment in Africa

- Gyimah-Brempong, Kwabena. 2011. "Education and Economic Development in Africa." *African Development Review*. 23(2): 219-236.
- Lewis, Peter M. 2015. "Africa's Political Economy in the Contemporary Era." Oxford Handbook Chapter 26.
- Lucas, Robert E.B. 2006. "Migration and Economic Development in Africa: A Review of Evidence." *Journal of African Economies*. 15(2): 337-395.
- Pelizzo, Riccardo, Abel Kinyondo, & Zim Nwokora. 2018. "Development in Africa." *World Affairs*. 181(3): 256-285.

Week 13: Political & Economic Development in the USA Pt. 1

- Kantor, Paul. 1987. "The Dependent City: The Changing Political Economy of Urban Economic Development in the United States." *Urban Affairs Review*. 22(4)
- Mettler, Suzanne & Richard Valelly. 2016. "Introduction: The Distinctiveness and Necessity of American Political Development." In R. Valelly, S. Mettler, & R.C. Liberman's *The Oxford Handbook of American Political Development*. Oxford University Press. Oxford, UK. 1-24.
- Orren, Karen & Stephen Skowronek. 1998. "Regimes and Regime Building in American Government: A Review of Literature on the 1940s." *Political Science Quarterly*. 113(4): 689-702.
- Weaver, Timothy P.R. 2021. "Market Privilege: The Place of Neoliberalism in American Political Development." *Studies in American Political Development*. 35: 104-126.

Week 14: Political & Economic Development in the USA Pt. 2

- Gaventa, John. 1982. *Quiescence and Rebellion in an Appalachian Valley*. University of Illinois Press. Champaign, IL.
- Hall, Abigail R. 2014. "Mountains of Disappointment: The Failure of State-Led Development Aid in Appalachia." *The Journal of Private Enterprise*. 29(2): 83-100.
- Schumann, William. 2016. "Sustainable Development in Appalachia: Two Views." *Journal of Appalachian Studies*. 22(1): 19-30.

Week 15: Presentation Week

- NONE