

# **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.

- **(Required)** Handelman, Howard and Rex Brynen. 2019. *Challenges of the Developing World*. Ninth Edition. Lanham, MD: Rowman & Littlefield.

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.

- **(Not Required)** Burnell, Peter, Lise Rakner and Vicky Randall. (2017). *Politics in the Developing World*. Fifth Edition. New York: Oxford University Press.

## 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 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup> 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:

A	∈	[93, 100]
A-	∈	[90, 92]
B+	∈	[87, 89]
B	∈	[83, 86]
B-	∈	[80, 82]
C+	∈	[77, 79]
C	∈	[73, 76]
C-	∈	[70, 72]
D	∈	[60, 69]
F	∈	[0, 59]

## Assignment Deadlines

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

- Davidson, Roger H., Walter J. Oleszek, Frances E. Lee, and Eric Schickler. 2016. *Congress and Its Members*, 14th edition. Washington, DC: CQ Press.
- Halchin, L. Elaine. 2001. "And This Parent Went to Market: Education as Public Versus Private Good." In *School Choice in the Real World*, eds. Robert Maranto, Scott Milliman, Frederick Hess and April Gresham, 39–57. Boulder, CO: Westview.
- Hermann, Margaret G. 1984. "Personality and Foreign Policy Decision Making: A Study of Fifty-Three Heads of Government." In *Foreign Policy Decision Making*, eds. Donald A. Sylvan and Steve Chan, 133–52. New York: Praeger.

### 2. Journal articles

- Aldrich, John H. 1980. "A Dynamic Model of Presidential Nomination Campaigns." *American Political Science Review* 74 (3):651–69.

- Chambers, Simone. 2018. "Against Democracy. By Jason Brennan." Review of *Against Democracy*, Jason Brennan. *Perspectives on Politics* 16 (2):503–5. doi:10.1017/S153759271800066X.

### 3. Newspapers and magazines

- Prufer, Olaf. 1964. "The Hopewell Cult." *Scientific American*, December 13–15.

### 4. Websites, blogs and social media

- Sides, John. 2008. "Who Will Win the Nominations?" *The Monkey Cage* [blog], January 3. [http://themonkeycage.org/2008/01/who\\_will\\_win\\_the\\_nominations/](http://themonkeycage.org/2008/01/who_will_win_the_nominations/).

### 5. Thesis or dissertation

- Munger, Frank J. 1955. "Two-Party Politics in the State of Indiana." PhD diss. [or Master's thesis.] Harvard University.

### 6. Conference papers

- Mefford, Dwain, and Brian Ripley. 1987. The Cognitive Foundation of Regime Theory. Paper presented at the Annual Meeting of the American Political Science Association, Chicago.

## 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>.

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](mailto: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](mailto: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 conditions. 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 success 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 Support 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](mailto: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

## 2. Aug 25 (Fri) The Big Questions: What Is A Good Society?

- Draper, Alan and Ansil Ramsay. 2016. "Comparative Politics and the Good Society." In *The Good Society: An Introduction to Comparative Politics*. Hoboken, NJ: Pearson. Chapter 1, pp. 1–25.

### 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

- Chen, S., & Ravallion, M. 2007. "Absolute Poverty Measures for the Developing World, 1981–2004." *Proceedings of the National Academy of Sciences* 104(43):16757–16762.
- Chen, S., & Ravallion, M. 2010. "The Developing World is Poorer Than We Thought, But No Less Successful in the Fight against Poverty." *The Quarterly Journal of Economics* 125(4):1577–1625.

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

- Murtazashvili, Jennifer Brick. 2021. "The Endurance and Evolution of Afghan Customary Governance." *Current History* 120(825):140–145.

### 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

- Piscopo, Jennifer and Peter Siavelis. 2021. "Chile's Constitutional Moment." *Current History* 120(823):43–49.

### Week 4: Democracy

#### 1. Sep 11 (Mon) What Is Democracy and How Is It Built?

- Handelman & Brynen (2019), Chapter 3
- (Recommended) Przeworski, A., & Limongi, F. 1997. "Modernization: Theories and Facts." *World Politics* 49(2):155–183.



- (Recommended) Boix, C., & Stokes, S. C. 2003. "Endogenous Democratization." *World Politics* 55(4):517–549.

## 2. Sep 13 (Wed) Democratic Breakdown and Authoritarian Resilience

- Gandhi, Jennifer. 2019. "The Institutional Roots of Democratic Backsliding." *Journal of Politics* 81(1):11–16.
- Cunningham, Edward, Tony Saich and Jesse Turiel. 2020. "[Understanding CCP Resilience: Surveying Chinese Public Opinion through Time.](#)" Ash Center for Democratic Governance and Innovation. July 2020.

## 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." *American Economic Review* 91(5):1369–1401.
- Barro, Robert J. 1996. "Democracy and Growth." *Journal of Economic Growth* 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

- Mo, P. H. 2001. "Corruption and Economic Growth." *Journal of Comparative Economics* 29(1):66–79.
- Ahmad, E., Ullah, M. A., & Arfeen, M. I. 2012. "Does Corruption Affect Economic Growth?" *Latin American Journal of Economics* 49(2):277–305.

#### 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*. Cambridge University Press. Chapter 2, pp. 23–51.
- 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

- Handelman & Brynen (2019), Chapter 5
2. **Sep 27 (Wed) Wellness Day, No Class**
  3. **Sep 29 (Fri) Religion and Conflicts**
    - Atran, S., & Ginges, J. 2012. "Religious and Sacred Imperatives in Human Conflict." *Science* 336(6083):855–857.
    - Pearce, Susanna and Trinity College. 2014. "Religious Rage: A Quantitative Analysis of the Intensity of Religious Conflicts." In Jonathan Fox and Shmeul Sandler (Eds). *Religion in World Conflict*. 1<sup>st</sup> Edition. Routledge. Chapter 10, pp. 39–58.

### **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**
  - Kohli, Atul and Amrita Basu. 2013. "India." In Mark Kesselman, Joel Krieger and William A. Joseph (Eds). *Introduction to Politics of the Developing World*. 6<sup>th</sup> Edition. Cengage Learning. Chapter 2, pp. 50–92.
  - Chattopadhyay, R., & Duflo, E. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica* 72(5):1409–1443.

### **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

- Zhou, Hui and Ling Zhu. 2019. “Two Chinas’: Social Equity, Social Policies, and the Urban-rural Divide in China.” In Johansen Morgen (Eds). *Social Equity in the Asia-Pacific Region: Conceptualizations and Realities*. Palgrave Macmillan, Cham. Chapter 7, pp. 109–136.

## 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

- Taylor, David. 2017. “Pakistan: Regime Change and Military Power.” In Peter Burnell, Vicky Randall and Lise Rakner (Eds). *Politics in the Developing World*. Oxford University Press. Chapter 19.

## Week 10: Electoral Systems

### 1. Oct 23 (Mon) Types of Electoral Systems

- Gallagher, Michael and Paul Mitchell. “Introduction to Electoral Systems.” In Michael Gallagher and Paul Mitchell (Eds). *The Politics of Electoral Systems*. Oxford University Press. Chapter 1, pp. 3–23.
- Heath, Anthony, Siana Glouharova and Oliver Heath. “India: Two-Party Contests within a Multiparty System.” In Michael Gallagher and Paul Mitchell (Eds). *The Politics of Electoral Systems*. Oxford University Press. Chapter 7, pp. 137–156.
- Quinn, Melissa. 2022. “[What is a runoff election, and how will it work in Georgia’s Senate race?](#)” CBS News, November 29, 2022.

### 2. Oct 25 (Wed) Elections under Authoritarianism

- Gandhi, J., & Lust-Okar, E. 2009. “Elections under Authoritarianism.” *Annual Review of Political Science* 12:403–422.

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

## Week 11: State Capacity

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

- Geddes, Barbara. 1994. "The State." In *Politician's Dilemma: Building State Capacity in Latin America*. University of California Press. Chapter 1, pp. 1–23.
- Cingolani, L. 2018. "The Role of State Capacity in Development Studies." *Journal of Development Perspectives* 2(1–2):88–114.
- Hanson, J. K., & Sigman, R. 2021. "Leviathan's Latent Dimensions: Measuring State Capacity for Comparative Political Research." *The Journal of Politics* 83(4):1495–1510.

## 2. Nov 1 (Wed) Bureaucratic Competence

- Evans, P., & Rauch, J. E. 1999. "Bureaucracy and Growth: A Cross-National Analysis of the Effects of 'Weberian' State Structures on Economic Growth." *American Sociological Review* 64(5):748–765.
- Cornell, A., Knutsen, C. H., & Teorell, J. 2020. "Bureaucracy and Growth." *Comparative Political Studies* 53(14):2246–2282.

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

- Al-Ali, Nadje and Nicola Pratt. 2017. "Iraq: A Failing State." In Peter Burnell, Vicky Randall and Lise Rakner (Eds). *Politics in the Developing World*. Oxford University Press. Chapter 22.

## Week 12: China's Political Economy

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

- Lieberthal, Kenneth. "The Maoist Era." In *Governing China: From Revolution through Reform*. 2<sup>nd</sup> Edition. W. W. Norton. Chapter 4, pp. 84–122.
- Naughton, B. 2017. "Is China Socialist?" *Journal of Economic Perspectives* 31(1):3–24.

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

- Lieberthal, Kenneth. "Economic Development." In *Governing China: From Revolution through Reform*. 2<sup>nd</sup> Edition. W. W. Norton. Chapter 8, 245–272.
- Congressional Research Service. 2015. "China as the World's 'Largest Economy.'" *In Focus* 10110, Version 3, January 29<sup>th</sup>.
- Schnell, Mychael. 2023. "House Unanimously Passes Bill to Work to Remove China's 'Developing Country' Label." *The Hill*, March 27<sup>th</sup>.

### 3. Nov 10 (Fri) Explaining China's Development

- Li, H., & Zhou, L. A. 2005. "Political Turnover and Economic Performance: The Incentive Role of Personnel Control in China." *Journal of Public Economics*, 89(9–10):1743–1762.
- Huang, Yasheng. 2008. "Just How Capitalist is China?" In *Capitalism with Chinese Characteristics: Entrepreneurship and the State*. Cambridge University Press. Chapter 1, pp. 1–45.

### **Week 13: China's Political System**

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

- Lieberthal, Kenneth. "The Organization of Political Power and Its Consequences: The View from the Outside." In *Governing China: From Revolution through Reform*. 2<sup>nd</sup> Edition. W. W. Norton. Chapter 6, pp. 171–205.

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

- Lieberthal, Kenneth. "The Organization of Political Power and Its Consequences: The View from the Inside." In *Governing China: From Revolution through Reform*. 2<sup>nd</sup> Edition. W. W. Norton. Chapter 7, pp. 206–242.
- Yang, Jiangchuang and Hui Zhou. forthcoming. "The Rhythm of Government: A Study of Attention in China's Government Executive Meetings." *China Review*.

#### **3. Nov 17 (Fri) China's Prospect of Democratization**

- Rowen, Henry S. 1996. "The Short March: China's Road to Democracy." *The National Interest* 45:61–70.
- Liu, Yu and Dingding Chen. 2012. "Why China Will Democratize." *The Washington Quarterly* 35(1):41–63.
- (Recommended) Pan, Philip. 2018. "[The Land That Failed to Fail](#)." *New York Times*, November 18<sup>th</sup>.

### **Week 14: China's Economic Data**

#### **1. Nov 20 (Mon) Data Credibility and Availability**

- Wallace, Jeremy L. 2016. "Juking the Stats? Authoritarian Information Problems in China." *British Journal of Political Science* 46(1):11–29.
- Chen, Wei, Xilu Chen, Chang-Tai Hsieh and Zheng (Michael) Song. 2019. "A Forensic Examination of China's National Accounts." *Brookings Papers on Economic Activity*, Spring, 77–141.

- Ewe, Koh. 2023. [“Amid Rising Joblessness, China Stops Publishing Its Youth Unemployment Rate.”](#) *Time*, August 15.
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**

- Xing, Li. 2019. “The International Political Economy of the BRICS in a Changing World Order: Attitudes and Actualities.” In Li Xing (Eds). *The International Political Economy of the BRICS*. Routledge. Chapter 1, pp. 1–17.
- Ismail, Sumayya. 2023. [“Can BRICS End ‘Apartheid’ against the Global South?”](#) *Al Jazeera*, August 22<sup>nd</sup>.

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

- Mações, Bruno. 2019. *Belt and Road: A Chinese World Order*. Hurst & Company. Chapters 1 & 2, pp. 9–72.
- Flores-Macías, Gustavo A. and Sarah E. Kreps. 2013. “The Foreign Policy Consequences of Trade: China’s Commercial Relations with Africa and Latin America, 1992–2006.” *Journal of Politics* 75(2):357–371.

#### **3. Dec 1 (Fri) A China Model?**

- Zhao, Suisheng. 2010. “The China Model: Can It Replace the Western Model of Modernization?” *Journal of Contemporary China* 19(65):419–436.
- Bell, Daniel. 2015. “Concluding Thoughts: Realizing the China Model.” In *The China Model: Political Meritocracy and the Limits of Democracy*. Princeton University Press.

### **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**