Throughout the developing world, citizens face issues such as poverty, crime and violence, and environmental degradation. Governments' abilities to address these problems, however, are shaped by the political institutions in which they work, the capacity of the states they lead, and the incentives that they face. In this course we examine how institutions such as party systems, federalism, clientelism, and bureaucracy affect politicians' willingness and capacity to address developmental challenges. We draw on federal country cases from around the world, including Mexico, Brazil, and India, to more closely examine these causal relationships. In the final section of the course, we shift our attention to China to study policymaking in a unique authoritarian context.

The course is highly participatory. Monday courses will provide lectures that outline topics and theories for the week. Wednesday courses will provide activities, simulations, and small group interactions that further explore the weekly theme and topic. Absences will be excused only for medical emergencies and family or personal tragedies (see attendance policy below).

**Course Materials:**

All course materials will be posted onto Blackboard, or available through the University of Rochester library website. Assignments and reading questions will sometimes be emailed to you before class; check your inbox.

**Course Requirements:**

Students are expected to attend class regularly, do the assigned reading, complete all assignments, and participate in class discussions and activities. The assignments comprise in-class participation (30%), three 5-page research papers due at the beginning of class on **February 25** (20%), at the beginning of class on **April 1** (20%), and at 3 PM on **May 5** (20%) to my office or my mailbox on the third floor of Harkness Hall. Papers must be submitted in hardcopy format. There will also be a responsibility to twice be a reading liaison (10%) for which a sign-up sheet will circulate. There will be no make-ups for unexcused absences from liaison days.

Paper prompts will be handed out at least two weeks in advance of the deadline. Outside research is optional and not required.

**Late work:**

Assignments will be deducted 1/3 of a letter grade (from A to A-, B+ to B, etc.) for each 24 hours or fraction thereof that elapses between the due date and the submission of the assignment.

**Absences:**

There will be no make-up work for students who fail to turn in projects on time or miss classes. Be sure to contact your peers for class notes. I am happy to discuss the material with you, but I do not offer individual recap sessions.

Excused absences are only granted for family or medical emergencies, and I will need documentation of the event or problem.

**Grading scale:**

A (93.0% < x)
A- (90.0% < x ≤ 93.0%)
B+ (87.0% < x ≤ 90.0%)
B (84.0% < x ≤ 87.0%)
B- (80.0% < x ≤ 84.0%)
C+ (77.0% < x ≤ 80.0%)
C (74.0% < x ≤ 77.0%)
C- (70.0% < x ≤ 74.0%)
Non-passing grades (x ≤ 70.0%)

*All students will receive an extra 2% on their grade if at least 95% of students in the class complete online course evaluations.*
**In-class participation:**

I will try to lecture as little as possible, and develop in-class activities that allow students to discuss, re-consider, and critique the arguments and events we study. It is in your interest not to miss class.

**Students should come to class prepared to discuss all readings assigned for that day and all previous days.**

**Re-grades:**

Students should feel free to contact me about re-grades due to arithmetic errors. If students feel that grades were incorrectly given, they can re-submit the assignment to me with a memorandum of at least 250 words explaining why they thought they deserve a different grade. Requests for re-grades should be made within 72 hours after the results have been passed back. I reserve the right on re-grades to lower, raise, or maintain any grade.

**Written work standards:**

All written work should be in Times New Roman font, size 12, double-spaced, with 1" margins on all sides of the paper. Citations are mandatory, in either Chicago or MLA style. Five-page papers should be between 4.5 and 5.5 pages; points will be deducted for papers that are too short or too long. The bibliography at the end does not contribute to the page count. Place your name and paper title in a Header at the top of the page only.

Points will be deducted for papers not conforming to guidelines set in *Writing with Sources.*

**Studying and work outside of class:**

You are encouraged to discuss class readings and your papers with classmates for the examinations, and send me any questions. You may even trade drafts and outlines with your peers. All final work, however, should be your own. You will be held responsible for errors in citation and attribution.

**Accommodations:**

If you are entitled to accommodations, please coordinate these with the Center for Excellence in Teaching and Learning early in the semester. Their information and policies can be found at [http://www.rochester.edu/college/cet/undergraduate/index.html](http://www.rochester.edu/college/cet/undergraduate/index.html) I cannot make these arrangements for you; you must contact CETL (formerly LAS) yourself.

**Academic Honesty:**
Conduct in class, during assignment, and in writing coursework should conform to the University's policies on academic honesty. The policy can be found at http://www.rochester.edu/college/honesty

Be sure to cite all your sources. When in doubt, add a footnote or endnote. In-text citations are acceptable. All papers should contain a bibliography at the end. Wikipedia is not considered a reliable source of information for this class, and should never be cited as an authority.

Any instance of plagiarism will result in zero credit for the assignment and referral of the student(s) involved to the College Board on Academic Honesty.

Course Outline

I reserve the right to drop or replace readings to better direct learning and sharpen the focus of the course. I will probably do so. All readings are required unless otherwise noted.

I. Case background: Post-Transition and Post-Colonial Democracies

1. January 14
   Introduction: The connection between politics and public policy


   January 19
   NO CLASS – Martin Luther King, Jr. Day

2. January 21
   Introduction: Country backgrounds


II. Politics

Interest representation
1. January 26


2. January 28


Electoral systems and political parties

3. February 2


4. February 4


Legislators and legislative success

5. February 9


6. February 11

In-class writing workshop

7. February 16


8. February 18


Federalism: divided authority

9. February 23


10. February 25
*Essay Number 1 due in paper form at the beginning of class, February 25*


State capacity

11. March 2

12. March 4


--- SPRING BREAK --------------------------------------

III. Public policies

Social inclusion policy
1. March 16


2. March 18


Environmental policy

3. March 23


Díez, Jordi. 2006. Political Change and Environmental Policymaking in Mexico. New York: Routledge, Ch. 4
4. March 25


Economic and industrial policy

5. March 30


6. April 1

*Essay Number 2 due in paper form at the beginning of class, April 1*


Security policy

7. April 6


8. April 8


IV. Politics and Policymaking in China
Country Background
1. April 13 and April 15


Economic policy
2. April 20


3. April 22


Environmental policy
4. April 27


5. April 29


Essay Number 3 is due to my faculty box or office in Harkness Hall by 2 PM on May 8th, the final exam date set by the Registrar.
# Grading rubric for weekly participation grades

<table>
<thead>
<tr>
<th></th>
<th>A (Above Standards)</th>
<th>B (Meets Standards)</th>
<th>C (Approaching Standards)</th>
<th>D (Below Standards)</th>
<th>E (No credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (50 points)</td>
<td>Student has carefully read and understood the readings as evidenced by familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.</td>
<td>Student has read and understood the readings as evidenced by grasp of the main ideas and evidence. Comes prepared with questions and critiques of the readings.</td>
<td>Student has read the material, but comments often indicate that he/she misunderstood or forgot many points or has not thought about questions or critiques of the readings.</td>
<td>Student comes to class unprepared, as indicated by unwillingness or inability to answer basic questions or contribute to discussion.</td>
<td>Non-attendance</td>
</tr>
<tr>
<td>Listening (50 points)</td>
<td>Always attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments.</td>
<td>Generally attends to what others say as evidenced by periodically building on, clarifying, or responding to their comments.</td>
<td>Does not regularly listen well as indicated by the repetition of comments or questions presented earlier, or frequent non sequiturs.</td>
<td>Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, non sequiturs, off-task activities.</td>
<td>Non-attendance</td>
</tr>
</tbody>
</table>
# Grading rubric for all presentations

<table>
<thead>
<tr>
<th></th>
<th>A (Above Standards)</th>
<th>B (Meets Standards)</th>
<th>C (Approaching Standards)</th>
<th>D (Below Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete</td>
<td>100%</td>
<td>90%</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>Completeness</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(10 points)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All parts of the assignment are addressed.</td>
<td></td>
<td>A minor part of the assignment is unaddressed or it is unclear how the speaker is addressing it.</td>
<td>A major part of the assignment is unaddressed or it is unclear how the speaker is addressing it.</td>
<td>Two or more major parts of the assignment are unaddressed or it is unclear how the speaker is addressing them.</td>
</tr>
<tr>
<td>Clarity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(10 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ideas are provided in a logical order that makes it easy to follow the speaker's train of thought.</td>
<td></td>
<td>Ideas are provided in a fairly logical order that makes it reasonably easy to follow the speaker's train of thought.</td>
<td>A few ideas are not in an expected or logical order, making the presentation a little confusing.</td>
<td>Many ideas are not in an expected or logical order, making the presentation confusing.</td>
</tr>
<tr>
<td>Point of view</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(30 points)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The presentation has an argument and a thorough discussion of accurate, relevant evidence and examples bolstering that argument.</td>
<td></td>
<td>The presentation has an argument. There is discussion of accurate, relevant evidence and examples bolstering that argument but key evidence is missing or inaccurate.</td>
<td>An argument and at least one piece of accurate, relevant evidence is offered.</td>
<td>There is no argument in the presentation or the evidence and examples are inaccurate, vague and/or irrelevant and/or are not explained.</td>
</tr>
<tr>
<td>Creativity and energy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(40 points)</td>
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<tr>
<td>The presentation engages the audience and highlights all important facts and ideas in a memorable manner.</td>
<td></td>
<td>The presentation mostly engages the audience and highlights many important facts and ideas in a memorable manner.</td>
<td>The presentation does not engage the audience, although it does present information.</td>
<td>The presentation is unengaging and uninformative.</td>
</tr>
<tr>
<td>Q&amp;A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(10 points)</td>
<td>Provides thoughtful answers to audience questions.</td>
<td>Provides inadequate answers to audience questions.</td>
<td>Provides inadequate answers to audience questions.</td>
<td>Provides inadequate answers to audience questions.</td>
</tr>
</tbody>
</table>
Grading Rubric for Written Work

<table>
<thead>
<tr>
<th></th>
<th>A (Above Standards)</th>
<th>B (Meets Standards)</th>
<th>C (Approaching Standards)</th>
<th>D (Below Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness</strong></td>
<td>100%</td>
<td>90%</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>(25 points)</td>
<td>All parts of the assignment are addressed</td>
<td>A minor part of the assignment is unaddressed or it is unclear how the author is addressing it.</td>
<td>A major part of the assignment is unaddressed or it is unclear how the author is addressing it.</td>
<td>Two or more major parts of the assignment are unaddressed or it is unclear how the author is addressing them.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Ideas are provided in a logical and organized order that makes it easy to follow the author's argument and thoughts. The author provides guidance to readers. Minimal errors.</td>
<td>Ideas are provided in a fairly logical order that makes it not too hard for readers to follow the argument. Grammatical and spelling errors occur.</td>
<td>Ideas are not presented in an organized or logical order, making the argument difficult to follow. Grammatical and spelling errors occur.</td>
<td>Many ideas are not in an expected or logical order, making the essay confusing. Grammatical and spelling errors are frequent.</td>
</tr>
<tr>
<td>(25 points)</td>
<td>Every point in the argument is supported with valid inferences from evidence or logic.</td>
<td>Minor points are unsupported or supported with invalid or tendentious inferences from evidence or logic.</td>
<td>At least one major point is unsupported or supported with invalid or tendentious inferences from evidence or logic.</td>
<td>Many major points are unsupported or supported with invalid or tendentious inferences from evidence or logic.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>More than five sources, of which at least three are peer-reviewed journal articles or scholarly books, are used. Sources include both general background sources and specialized sources. Politicized or popular sources are acknowledged when used.</td>
<td>Five sources, of which at least two are peer-reviewed journal articles or scholarly books, are used. Politicized or popular sources are mostly acknowledged as such when used.</td>
<td>Five sources, of which at least two are peer-reviewed journal articles or scholarly books, are used. Politicized or popular sources are used without acknowledgement.</td>
<td>Fewer than five sources are used, or fewer than two of the minimum five sources used are peer-reviewed journal articles or scholarly books.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Correct attributions are provided for all quotations, esoteric facts, and original research.</td>
<td>Correct attributions are not provided for quotations, non-trivial facts, and original research.</td>
<td>Correct attributions are not provided for quotations, non-trivial facts, and original research.</td>
<td>Correct attributions are not provided for quotations, non-trivial facts, and original research.</td>
</tr>
<tr>
<td>(20 points)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Source Documentation</strong></td>
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<td></td>
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<tr>
<td>(10 points)</td>
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