



**Harvard Summer School**  
HARVARD DIVISION OF CONTINUING EDUCATION

## **GOVT S-1285**

### ***Politics and Governance in the Global South***

Summer 2023

#### **Course Information**

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**CRN:** 35388

**Section Number:** 1

**Format:** On campus only

**Credit Status:** Undergraduate

**Credit Hours:** 4

**Class Meetings:** Tuesdays, Thursdays, June 20-August 4, 8:30am-11:30am, CGIS South S003

**Course Description:** This course introduces students to politics and the political economy of development in low-income countries. What are the main political and governance challenges low-income countries face and what are the best prospects for addressing them? How do political and institutional constraints, like poor accountability, frail institutions, and weak rule of law, impact how global south countries provide the public goods and policies their citizens demand? How does a country's income level influence politics and governance, and how is it influenced by them in turn? Drawing on both theoretical and empirical social science research, this course explores these questions by blending theory and case studies drawn primarily from Latin America, Sub-Saharan Africa, and South Asia. Main themes to be covered include state and institutional strength, political representation, and accountability, as well as more specific areas of governance and democratic practice such as public goods provision, corruption, international development aid, civil society and activism, gender, diversity and inequality, and managing public crises.

## **Instructor Information & Office Hours**

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Julie Anne Weaver, PhD (Lead Instructor)

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**Office Hours:**

Office Hours Sign-up:

<https://calendly.com/julieanneweaver>

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## **Course Goals / Learning Outcomes**

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This course introduces students to politics and the political economy of development in the Global South. What are the main political and governance challenges low-income countries face and what are the best prospects for addressing them? How do political and institutional constraints, like poor accountability, frail institutions, and weak rule of law, impact how Global South countries provide the public goods and policies their citizens demand? How does a country's income level influence politics and governance, and how is it influenced by them in turn?

Drawing on both theoretical and empirical social science research, this course explores these questions by blending theory and case studies drawn primarily from Latin America, Sub-Saharan Africa, and South Asia. Main themes to be covered include state and institutional strength, political representation, and accountability, as well as more specific areas of governance such as public goods provision, corruption, international development aid, civil society and activism, gender, diversity and inequality.

The course aims to expose students to politics and governance challenges across a variety of regions, highlighting commonalities and differences across contexts. In addition, students are strongly encouraged during the first week of the course to identify

one country in the Global South which will be their focus country throughout the class. Your research project will center on the country, and you will be encouraged to spend at least some time each week analyzing the readings in terms of the specific case of your country.

In addition to our thematic focus on governance and politics, a large component of the course learning will center on developing students' skills in conducting original research in the social sciences. This learning will culminate in the final project for the course, which is a prospectus (or plan) for an original research project. It may seem counter-intuitive to end the course with a plan for research but to not actually carry that research out. However, developing and planning a research project—including identifying a theoretically interesting yet feasible research question, grounding the project in existing research, elaborating testable and falsifiable hypotheses, and choosing the best possible methodology after weighing the pros and cons of different alternatives—is just as crucial as actually doing the research itself. Given the intensive but short time frame of the course, we will focus our energies on more deeply engaging with a smaller subset of research skills, rather than covering both planning and executing research, but doing so in a cursory way.

**Important Note:** This course is a Summer Seminar (you can read more about Harvard's Summer Seminar courses [here](#)). It is limited to 15 students to maximize student-faculty interaction. As such, this is not a typical lecture course. Rather, you can expect class sessions to be composed largely of class discussion (among the full class and in smaller groups), combined with in-class exercises and activities, and opportunities to give and receive peer feedback on work in progress.

Though you may occasionally have very short lectures by me to introduce new material, students are largely expected to come to class already having done the assigned reading for that day and ready to discuss it. These class discussions, in which we analyze and synthesize across the readings, will form the largest component of our class time. Each week I will send out guidance on how to approach the next week's reading. We will also do reading effectiveness exercises to help students develop the skills to digest large amounts of academic material quickly and effectively.

In addition to our class discussions, we will also have in-class activities, both individual and in small groups, including exercises to develop and practice research skills, spending time in class making progress on and asking questions about the research

assignments, and opportunities to share your thinking and work in progress with peers, then give and receive peer feedback. All of these in-class activities will be ungraded to foster free thinking and risk taking.

### **Course Objectives:**

This course has both thematic and methodological aims. By the end of the course, the goal is that students will have improved their skills in each of the following areas:

- Describing and analyzing the key governance and political challenges Global South countries face
- Engaging in scholarly, open-minded debate about theoretical frameworks for understanding the practice of governance and politics in lower income countries
- Reading and digesting social science research efficiently for undergraduate-level coursework
- Identifying and critiquing elements of research design and methodology in published academic research
- Independently conducting distinct phases of original social science research, including elaborating a research question and hypotheses, conducting a literature review, and choosing an appropriate research methodology.

### **Mode of Attendance & Participation Policy**

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Class meetings take place in a Harvard campus classroom on the days and times set by the Registrar; see the Course Information section of this syllabus for details. Attendance in class is expected. Please arrive on time and be prepared to engage appropriately with course content and your peers. Your active participation in classroom discussions and activities is an essential part of the course.

Please be sure to review important information on [Student Responsibilities and Policies](#).

Missing class will negatively impact the participation grade. Absences will only be excused with a documented medical illness or other emergency, which includes written documentation from the summer school program staff.

The three research project assignments will be submitted through canvas and are due by 8 PM EST on the due date.

All students are given an extension bank of 48 hours with which they can submit any assignment late, no questions asked. You can use the full 48 hours on one assignment or break it up across two assignments. In other words, you can submit one assignment 2 days late, or two assignments 1 day late.

After that, students will lose half of a letter grade (i.e., A to A-; B+ to B) for every 24 hours that an assignment is submitted late. The only exceptions to this policy are with a documented medical illness or other emergency, which includes written documentation from the summer school program staff.

Note that this extension bank policy does not apply to the in-class quizzes. If you have an emergency that prevents you from being able to attend class when a quiz is held, you will not be penalized if you provide written documentation of the illness/emergency which is approved by the summer school program staff.

## **Grading & Grade Definitions**

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### **Grading**

There are two main components of the course: engaging with the thematic content through readings and class discussion; and developing an original research project. The assignments reflect these main components, and impact your final grade according to the following weights:

**Class participation and engaging with the thematic material: 50%**

- Preparing for, attending, and actively participating in class sessions: 35%
- In-class reading quizzes (5 quizzes, lowest quiz grade dropped): 15%

**Final research project: 50%:**

- Research question memo: 10%
- Hypotheses memo: 15%
- Final paper: 25%

**Preparing for, attending, and actively participating in class sessions:** Students are expected to attend every class. You are also expected to have done the reading in advance and come prepared to discuss the assigned readings. Every week, I will send out a reading guide, in which I highlight the main issues, questions, and themes that will be our focus that week, and that should help you as you work through the material.

Students are expected to contribute actively to the class discussion. Active and thoughtful participation comes in various forms: asking clarification questions, sharing your analysis of the material, responding to your classmates' comments, or pointing out where you disagree with the readings. Some students are lucky to find that speaking up in class is easy, while others are naturally quieter. If you fall towards the quieter range, come see me in office hours and we can discuss ways to make it easier for you to participate. Productively contributing to a group discussion is an important life skill we will be working to cultivate; to that end, I will be working hard to make sure those who tend to talk a lot learn to let others speak as well, and those who tend to talk less, can practice speaking up more.

**Reading Quizzes:** Because doing the reading in advance of class is so crucial, I will give an in-class reading quiz on each of weeks 2-6. These will be brief, short-answer questions about the assigned readings. Of the 5 total quizzes, the one with the lowest grade will be dropped (i.e., your quiz grade will be based on your 4 top quizzes).

Quizzes will normally be held on Tuesdays, except for the week of July 4th, when the quiz will be held on Thursday, July 6.

**Original Research Project Prospectus:** The capstone of the course is developing a prospectus for an original research project, on a topic broadly related to the course

themes. Typically, some amount of each class session will be devoted to discussing a component of the research process, such that you will be building up research skills overtime. You will have an opportunity to submit the different pieces of the project and receive feedback on them before moving on to the next component. You will also have time in class to receive feedback from your peers. The final paper, a research prospectus, will combine and revise each of the earlier assignments, incorporating feedback and your ongoing learning.

I introduce each of the three assignments here, including how they build on each other and the main elements you will add at each iteration. More detailed instructions for each assignment will be circulated prior to the assignment due date.

- Research question memo: A brief, 1-2 page write up in which you a) describe your proposed research topic (what is the topic, why is it interesting to you, and why might it be interesting to others); b) describe an academic or real-world puzzle within that topic; and c) identify at least 2 possible research questions stemming from this puzzle.
  - To do before the next assignment: Revise the research question memo overall; begin the literature review; use the results of the literature review to identify possible hypotheses.
  - NOTE: You must get approval from me of your final research question before your hypothesis memo is due.
- Hypotheses memo: In 3-4 pages, a) state your final research question, b) revise/update your framing and puzzle (i.e., why is this topic important and what academic and/or real world puzzle does it address), c) elaborate 2-3 possible answers to that question (hypotheses), drawing on existing academic research (i.e., a literature review).
  - To do before the next assignment: Revise the hypotheses memo; Expand the literature review; Finalize your research methodology
- Prospectus: In about 10 pages, write up your final research project prospectus. This will include a clear presentation of your research question, situating your question in the academic literature (i.e., the significance and contribution of your research, and the puzzle you address), presenting the main hypotheses you will test, and fully describing your proposed methodology.

**Due dates:**

Research Question Memo: Friday, June 30 (end of week 2)

Hypotheses Memo: Friday, July 21 (end of week 5)

Final Prospectus: Thursday, Aug. 3 (end of week 7)

*Note:* All Assignments submitted on Canvas by 8 PM; Word Format preferred.

**Grade Definitions**

Students registered for undergraduate or graduate credit who complete the requirements of a course may earn one of the following grades:

**A and A–** Earned by work whose superior quality indicates a full mastery of the subject—and in the case of A, work of extraordinary distinction. There is no grade of A+.

**B+, B, and B–** Earned by work that indicates a strong comprehension of the course material, a good command of the skills needed to work with the course materials, and the student's full engagement with the course requirements and activities.

**C+, C, and C–** Earned by work that indicates an adequate and satisfactory comprehension of the course material and the skills needed to work with the course materials, and that indicates that the student has met the basic requirements for completing assigned work and participating in class activities.

**D+, D, and D–** Earned by work that is unsatisfactory but that indicates some minimal command of the course materials and some minimal participation in class activities that is worthy of course credit.

**E** Earned by work that is unsatisfactory and unworthy of course credit. This grade may also be assigned to students who do not submit required work in courses from which they have not officially withdrawn by the withdrawal deadline. Zero or E grades are assigned to students for missing work. These grades are included in the calculation of the final grade.

## **Academic Integrity Policy**

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You are responsible for understanding Harvard Summer School policies on [Academic Integrity](#) and how to use sources responsibly. Violations of academic integrity are taken very seriously. Visit [Resources to Support Academic Integrity](#) and the [Harvard Guide to Using Sources](#) to review important information on academic citation rules.

## **Accessibility Services Policy**

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The Division of Continuing Education (DCE) is committed to providing an accessible academic community. The [Accessibility Services Office \(ASO\)](#) is responsible for providing accommodations to students with disabilities. Students must request accommodations or adjustments through the ASO. Instructors cannot grant accommodation requests without prior ASO approval. It is imperative to be in touch with the ASO as soon as possible to avoid delays in the provision of accommodation.

DCE takes student privacy seriously. Any medical documentation should be provided directly to the ASO if a substantial accommodation is required. If you miss class due to a short-term illness, notify your instructor and/or TA but do not include a doctor's note. Course staff will not request, accept, or review doctor's notes or other medical documentation. For more information, email [accessibility@extension.harvard.edu](mailto:accessibility@extension.harvard.edu).

## **Publishing or Distributing Course Materials Policy**

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Students may not post, publish, sell, or otherwise publicly distribute course materials without the written permission of the course instructor. Such materials include, but are not limited to, the following: lecture notes, lecture slides, video, or audio recordings, assignments, problem sets, examinations, other students' work, and answer keys. Students who sell, post, publish, or distribute course materials without written permission, whether for the purposes of soliciting answers or otherwise, may be subject to disciplinary action, up to and including requirement to withdraw. Further, students may

not make video or audio recordings of class sessions for their own use without written permission of the instructor.

## **Class Meeting Schedule**

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### **Week 1: COURSE OVERVIEW; INTRODUCTION TO POLITICS AND GOVERNANCE IN THE GLOBAL SOUTH**

Overview of course themes and the research skills we will develop; Q&A about concerns and assignments; Establishing course norms; How to read effectively in the social sciences (reading exercise)

What is governance? What are the main governance and political challenges Global South countries face?

#### *Class Sessions:*

Tuesday, June 20

Thursday, June 22

#### *Readings:*

##### *For Tuesday:*

Fukuyama, Francis. "Governance: What do we know, and how do we know it?" Annual Review of Political Science 19 (2016): 89-105. NOTE: Skip sections "International Governance" and "Governing Without Government".

Coppedge, Michael, et al. 2011. "Conceptualizing and measuring democracy: A new approach." Perspectives on Politics: 247-267. NOTE: Only read the "Conceptions" section (pgs. 253-255).

Levitsky, S., & Way, L.A. (2002). Elections Without Democracy: The Rise of Competitive Authoritarianism. Journal of Democracy 13(2), 51-65. NOTE: Skip section "Paths to Competitive Authoritarianism".

*NOTE:* We will do a reading effectiveness exercise with this article, so do NOT read it in advance of class:

Kosec, Katrina, and Leonard Wantchekon. "Can information improve rural governance and service delivery?." *World Development* 125 (2020): 104376.

*For Thursday:*

Powner, Leanne C. 2014. *Empirical research and writing: A political science student's practical guide*. CQ Press, Ch.1: From research topic to research question. *NOTE:* Read pages 1-16 only; you do not need to complete the practice exercises on pages 16-17.

Olken, B.A., Pande, R., 2019. *Governance Review Paper*. J-PAL Governance Initiative.

## **Week 2: REPRESENTATION AND ACCOUNTABILITY**

What explains citizens' electoral decisions in the Global South? What is the causal link between political representation and accountability on the one hand, and improved governance on the other? How and where is descriptive representation being implemented, and what has it achieved? Why do citizens face such difficulty holding their politicians accountable?

*Class Sessions:*

Tuesday, June 27 (Reading Quiz Held Today)

Thursday, June 29

*NOTE Research Question Memo due Friday, June 30*

*Readings:*

*For Tuesday:*

Baldwin, Kate. (2013). Why vote with the chief? Political connections and public goods provision in Zambia. *American Journal of Political Science*, 57(4), 794-809.

Chattopadhyay, R. and E. Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Experiment in India". *Econometrica* 72, 1409-1443.

Clayton, Amanda, Amanda Lea Robinson, Martha C. Johnson, and Ragnhild Muriaas. " (How) Do Voters Discriminate Against Women Candidates? Experimental and Qualitative Evidence From Malawi." *Comparative Political Studies*(2019).

*For Thursday:*

Dunning, T., Grossman, G., Humphreys, M., Hyde, S. D., McIntosh, C., & Nellis, G. (Eds.). 2019. *Information, Accountability, and Cumulative Learning: Lessons from Metaketa I*. Cambridge University Press. Ch 1 (pages 3-15) and Ch 3 (pages 50-66, i.e., only read through section 3.2).

Weaver, Julie Anne. 2021. "Electoral Dis-connection: The Limits of Re-Election in Contexts of Weak Accountability." *Journal of Politics* 83(4), 1462-1477.

### **Week 3: INSTITUTIONS AND STATE STRENGTH**

What are the determinants of state and institutional strength? How does state and institutional strength impact governance? How do informal and formal institutions impact governance and politics?

*Class Sessions:*

**Note** – No class on Tuesday, July 4

Thursday, July 6 (Reading Quiz Held Today)

*Readings:*

*Thursday:*

Levitsky, Steven, and María Victoria Murillo. 2009. Variation in institutional strength. *Annual Review of Political Science*, 12, 115-133.

Helmke, Gretchen, and Steven Levitsky. 2004. Informal institutions and comparative politics: A research agenda. *Perspectives on politics*, 2(4), 725-740.

Ananth Pur, Kripa, and Mick Moore. 2010. "Ambiguous institutions: Traditional governance and local democracy in rural South India." *The Journal of Development Studies* 46(4): 603-623.

Knopf, Jeffrey W. 2006. Doing a Literature Review. *PS: Political Science & Politics*, 39(1), 127-132.

#### **Week 4: POLITICAL PARTICIPATION**

What are the (assumed and actual) positive impacts of participation on governance and public goods provision? How can (or should) we increase engagement? How do citizens formally participate in politics and what is the "right" amount of participation? How is participatory democracy designed, and to what extent is participatory democracy empowering or exclusionary? How do social groups engage in the political process, and how is this influenced by both domestic and international forces? How do theories of civil society, developed both internally and externally to developing countries, map on to the reality of social group formation and of social and political activism?

*Class Sessions:*

Tuesday, July 11 (Reading Quiz Held Today)

Thursday, July 13

*Readings:*

*For Tuesday*

Wampler, Brian. "When does participatory democracy deepen the quality of democracy? Lessons from Brazil." *Comparative politics* 41, no. 1 (2008): 61-81.

Scott, James C. "Everyday forms of resistance." *The Copenhagen Journal of Asian Studies* 4, no. 1 (2008): 33-59.

Evan S Lieberman, Daniel N Posner and Lily L Tsai. 2013. Does Information Lead to More Active Citizenship? Evidence from an Education Intervention in Rural Kenya. *World Development* Volume 60, August 2014, Pages 69–83.

Peruzzotti, Enrique, Smulovitz, Catalina, eds. 2006. *Enforcing the rule of law: Social accountability in the new Latin American democracies*. Pittsburgh, PA: University of Pittsburgh Press. Ch 1, pages 3-27.

*For Thursday:*

Carothers, Thomas, and William Barndt. 1999. "Civil society." *Foreign policy*: 18-29.

Jamal, Amaney A. 2009. *Barriers to democracy: The other side of social capital in Palestine and the Arab world*. Princeton University Press. Ch 1 (page 1-20) and Ch 4 (page 77-95).

Ottaway, Marina, and Thomas Carothers. 2000. "The burgeoning world of civil society aid." In *Funding Virtue: Civil Society Aid and Democracy Promotion*. Carnegie Endowment for International Peace, Washington, DC. NOTE: Only read pages 3-8 and end of page 13-16 (the section "Taking Stock").

## **Week 5: CORRUPTION AND CLIENTELISM**

How does corruption operate and what are its impacts? Does corruption, clientelism or vote buying preclude political accountability? If so, how can these practices be upended?

*NOTE* Hypotheses Memo due Friday, July 21

*Class Sessions:*

Tuesday, July 18 (Reading Quiz Held Today)

Thursday, July 20

*Readings:*

*For Tuesday:*

Fisman, Raymond, and Miriam A. Golden. 2017. Corruption: What everyone needs to know. Oxford University Press. Chapter 2.

Olken, Benjamin A., and Rohini Pande. 2012. Corruption in developing countries. *Annu. Rev. Econ.*, 4(1), 479-509. *NOTE:* Read only pages 480-495 for Tuesday.

Auyero, Javier. 2001. Poor people's politics: Peronist survival networks and the legacy of Evita. Duke University Press. Introductory Chapter and Chapter 5.

*For Thursday:*

Olken, Benjamin A., and Rohini Pande. 2012. Corruption in developing countries. *Annu. Rev. Econ.*, 4(1), 479-509. *NOTE:* Read only pages 496-507 for Thursday.

Fisman, R., & Miguel, E. 2007. Corruption, norms, and legal enforcement: Evidence from diplomatic parking tickets. *Journal of Political economy*, 115(6), 1020-1048.

Olken, B. A. 2007. "Monitoring Corruption: Evidence from a Field Experiment in Indonesia", *Journal of Political Economy*, 115(2).

Weitz-Shapiro, Rebecca. "What wins votes: Why some politicians opt out of clientelism." *American Journal of Political Science* 56, no. 3 (2012): 568-583.

## **Week 6: IDENTITY AND DIVERSITY**

How do aspects of identity, like gender or ethnicity, impact political engagement, public goods provision, participation, and exclusion? How should governments address inequality and manage identity politics, and how does this work in practice?

### *Class Sessions:*

Tuesday, July 25 (Reading Quiz Held Today)

Thursday, July 27

### *Readings:*

#### *For Tuesday:*

Sarah Kahn, Ali Cheema, Asad Liaqat & Shandana Khan Mohmand. 2022. "Canvassing the Gatekeepers: A Field Experiment to Increase Women's Turnout in Pakistan." *American Political Science Review*.

Gottlieb, Jessica. "Why might information exacerbate the gender gap in civic participation? Evidence from Mali." *World Development* 86 (2016): 95-110.

Prillaman, Sole. 2021. "Strength in Numbers: How Women's Groups Close India's Political Gender Gap." *American Journal of Political Science*.

Barnes, Tiffany D., and Stephanie M. Burchard. "'Engendering' politics: The impact of descriptive representation on women's political engagement in sub-Saharan Africa." *Comparative Political Studies* 46, no. 7 (2013): 767-790.

*For Thursday:*

Adida, Claire, Jessica Gottlieb, Eric Kramon, and Gwyneth McClendon. (2017). Reducing or reinforcing in-group preferences? An experiment on information and ethnic voting. *Quarterly Journal of Political Science*, 12(4), 437-477.

Posner, Daniel N. "The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi." *American Political Science Review* 98, no. 4 (2004): 529-545.

Miguel, Edward. 2004. "Tribe or nation? Nation building and public goods in Kenya versus Tanzania." *World politics* 56 (3): 327-362.

## **Week 7: WRAPPING UP AND SUBMITTING FINAL PAPER**

Tuesday, August 1: Class Session Optional – Students may use the time to meet one-on-one with the teaching staff and/or work on their papers in class and ask questions as they arise.

Thursday, August 3: No class - Final Paper Due at 8 PM (Canvas Submission)