

Political Change in Developing Areas

Political Science 350

Melissa Buice

Tuesdays and Thursdays 11:10-12:25 CNN 105

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Contact Information

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Course Website available through [Online@UT](#)

Office Hours

Tuesdays 8 a.m. to 11:00 a.m.

Or By Appointment

Course Description

Welcome to the study of politics in the developing world. The purpose of this course is to provide students with a general overview of theories, issues, and problems associated with the politics of less-developed countries. This course takes a comparative approach to studying developing countries across the globe and addresses domestic and international influences on problems of development. My goal is that by the end of the semester, you should be able to understand the major political challenges confronting countries in Latin America, Africa, and Asia and to assess the role of government in fostering human dignity in these developing countries. Because human dignity depends on an array of factors such as a growing economy, a stable political order, access to modern health care, and respect and opportunities for all people, the problem of development is multi-faceted, involving cultural, social, economic and political dimensions. This course will consider each of these facets, with particular emphasis on the economic and political. We will explore problems of governance, violence, democracy, inequality, healthcare, energy, culture, and many other issues in our endeavor to understand the challenges facing the developing world.

Course Overview

The course consists of five major sections. In the first section, we will ask “what is the developing world?” and explore its colonial roots. Additionally, we will define development and underdevelopment and discuss different theoretical approaches to explaining the global position of developing countries. In the second part of the course, we will examine the political economy of development. We will engage in a brief overview of the terms and concepts of political economy, and then we will examine important facets of economics in the developing world including the globalization, the debt crisis, poverty, and inequality. Following this section on the economics of development, we will turn our attention to cultural facets of developing countries like religion and ethnicity. Then, the fourth portion of the course will emphasize the relationship between politics and development. We will consider factors ranging from revolutions to democracy to corruption. Finally, we will consider some of the social challenges facing many countries in the developing world, such as education and urbanization.

Course Materials

Handelman, Howard. 2011. *The Challenge of Third World Development, 6th edition*. New York: Longman. ISBN: 978-0-205-79123-1

Griffiths, Robert J., ed. *Annual Editions: Developing World 11/12, 21st edition*. 2011. Dubuque, IA: McGraw Hill. ISBN: 978-0-07-805072-5

Course Requirements

Attendance, Participation, and Pop Quizzes:	12%
Map Quiz:	8%
Exam 1:	25%
Exam 2:	25%
In-class Issue Presentation:	15%
Issue Report:	15%

Attendance and Participation: In order to participate, you must be present; therefore attendance is mandatory. Contact me *before* class if you must miss a meeting; all excused absences must be documented. Being sick, except for prolonged illness or surgery, is not an excusable reason for absence. Instead you are allotted four allowable unexcused absences over the course of the entire semester. If you have more than these four allotted unexcused absences, you will receive significant reductions in the attendance portion of your grade. In addition, I expect everyone to be on time and ready to begin class promptly at 11:10. I will often make important announcements at the beginning of class, and it is very disruptive to class when people arrive late. Students who are repeatedly late for class will receive deductions in their attendance grade.

Furthermore, as active participants in this class, you are expected to complete the daily readings prior to class and make informed contributions to the discussion each time we meet. This means that you will be prepared to respond to questions that I may pose in class about the assigned readings. Additionally, students are encouraged to ask questions and participate in class discussions. I want to stress the importance of preparation and participation. We are all learning. Questions and discussions are an important part of our learning process and are relevant to all in the class. Please ask questions. Occasionally you will be asked to participate in class activities that will require you to work with other students or independently. Your performance on these in-class activities will be an important part of your participation grade.

Pop Quizzes: To ensure that you are keeping up with assigned readings and understanding the material, I may give a few pop quizzes over the course of the semester. Pop quizzes cannot be made up. Exceptions will only be made for students who notify the instructor in advance that they will be absent from class for a university-approved event, provide verification of their university-approved excuse, and receive an excused absence from the instructor for the date when the pop quiz is held. Students simply using one of their allowed unexcused absences may not make up the pop quiz. Pop quiz scores will be taken into account when assigning the final score for the attendance, participation, and pop quiz portion of the grade.

Map Quiz: In order for all of us to be on the same page concerning the general contours of the developing world, there will be a map quiz at the beginning of the course on **January 20th**. I will provide students with a map and a list of items that may appear on the quiz.

Exams: There will be two exams. The midterm will cover about the first half of the course and will be held in class on **March 10**. The final exam will emphasize the second half of the course, while assuming a basic knowledge of the material covered in the first half of the class. The final will be held on Friday **May 6, 10:15 p.m. to 12:15 pm**.

In-Class Presentation: Each student will be required to make an in-class presentation on a specific economic, political, cultural or social issue that presents a challenge for a developing country of their choosing. Possible topics might include but are certainly not limited to: organized crime in Mexico, ethnic conflict in India, religious political parties in Turkey, water rights in Bolivia, state-sponsored violence in Sri Lanka, housing shortages in Haiti, tuberculosis in Mozambique, poverty in Bangladesh, or women's education in Afghanistan. In the presentation, students will present details concerning the nature of the issue they have identified with particular discussion of the specific country context, explain why the issue poses a challenge to development in the country – emphasizing the political implications of the problem, and finally, discuss one or two strategies the country might pursue in confronting the challenge. These presentations may be individual or team efforts, with up to 3 students working together in a group. For each group member, there must be 5 minutes of presentation (so a 3-member group would present for 15 minutes). You will be required to submit to me in writing at least two possible presentation topics and countries no later than **January 27th**. If you plan to work in a team, the group should submit their ideas together. Based on these requests, I will assign presentation times and topics. The presentations will be held on specified dates over the course of the semester according to the four major themes: economic, cultural, political and social. There are a limited number of time slots under each issue category; times and topics will be allotted on a first-come first-served basis.

Issue Paper: Like the presentation, this paper will require students to identify an issue that presents a challenge for a developing country of their choosing. The paper will present details concerning the nature of the issue in the country context, examine the challenges the issues poses to development in the country with an emphasis on the political, and outline one or two strategies that might be pursued to confront the challenge. These papers will be 2 single spaced pages, excluding the bibliography. You will be required to consult and cite at least 12 reputable sources, with 8 of these sources being academic journal articles or university press books. The issue analyzed in the paper must be different than the one you choose to explore in the presentation. *If you select a political or economic issue to emphasize in the presentation, then you must identify a cultural or social issue to analyze in the paper, and vice versa.* You will be required to submit to me in writing at least two possible paper topics and countries by **February 8th**. If you choose to write a paper on an economic or cultural issue, your paper will be due in class on **March 24th**. If you choose to write a paper on a political or social issue, your paper will be due in class on **April 28th**.

Course Policies

Disabilities: Students with disabilities should feel welcome in this course. Students who have a disability that requires accommodation should make an appointment with the Office of Disability Services (974-6087 or ods@utk.edu) as soon as possible to discuss their specific needs. Information is also available on the web at <http://ods.utk.edu/> ODS will be able to provide you with the help you need and will provide you with documentation regarding the accommodations that I need to make in order to provide appropriate assistance.

Tutoring: The **Writing Center** provides individual assistance to any student needing help with writing. The Writing Center is located at 212 HSS and the Hodges Library Commons. They can be reached at 974-2611 or on the web at <http://web.utk.edu/~english/writing/writing.shtml> or via email at writingcenter@utk.edu

Educational Advancement Program is designed for students with demonstrated academic need who are also first-generation college students, from low income families, or who have physical or learning disabilities. Contact the Educational Advancement Program, 900 Volunteer Blvd., 974-7900.

The **Student Success Center** designs and implements programs that support undergraduate success and provides a comprehensive service for students who need a place to turn for academic assistance. The center provides programs that focus on student success and serves as a single source of support to help students sort through the many campus resources and programs available, connecting students with those that will best meet their needs and academic goals. The Student Success Center website is available at (<http://studentsuccess.tennessee.edu>). The Student Success Center is housed in two convenient locations, 1817 Melrose Avenue and 812 Volunteer Blvd. Phone 946-HELP (4357) or 974-6641, e-mail studentsuccess@utk.edu, hours are 8 am – 5:00 pm Monday – Friday.

Academic Integrity: Academic integrity is a serious issue and will be treated as such. As a student in this course you agree to abide by the university honor statement:

“An essential feature of the University of Tennessee-Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Any violations of this honor statement will be dealt with as authorized under university policy.

Cheating of any kind will not be tolerated, including plagiarism. Plagiarism is using the intellectual property of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in the course and/or dismissal from the university. The University of Tennessee’s policies regarding plagiarism state:

“Students shall not plagiarize. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University.

Specific examples of plagiarism are:

1. Using without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).”

Grading: It is my desire that all students learn and perform well. As professor and student, we each share the responsibility for achieving this goal. I will present relevant and helpful material in class and in assigned readings; furthermore, exams and other assignments will be structured in such a way as to best ascertain your learning in this course. If you find any material unclear or confusing, please do not hesitate to ask questions in class, which will benefit your fellow students; or stop by my office hours so I can work with you in a more individualized way. The more you are willing to put into learning, the more you are likely to gain.

If you have any questions or concerns about a grade you receive in this course, do not hesitate to ask. However, be aware that when I re-grade, I look over the entire exam or assignment; therefore, re-grading may result in a grade that is higher OR lower than the original grade. Final grades in the course will be assigned according to the scale below.

A	90-100%
B+	87-90%
B	83-87%
B-	80-83%
C+	77-80%
C	73-77%
C-	70-73%
D+	67-70%
D	63-67%
D-	60-63%
F	Below 60%

Make-up Exam Policy: Students furnishing the professor in advance with a verifiable

excuse (such as the death of a close relative or a university-sanctioned trip) for their absence from the exam will be permitted to take a make-up exam. Aside from students who have made such **prior** arrangements, **NO MAKEUPS WILL BE ALLOWED.**

Late Assignments: Assignments handed in late will be penalized by ten percentage points for each day (24 hours) that they are late. For instance, if a paper is due at 5 pm on Tuesday, a paper handed in by 5pm on Wednesday would be penalized by 10 percentage points; while a paper not handed in until Friday at 5 pm would be penalized 30 percentage points. In-class presentations may only be delivered on the scheduled date and time.

Blackboard/Online@UT: I will use Blackboard to distribute assignments, study aids, and other communications. It is very important that you check the Online@UT site regularly, as announcements will be posted there. The course site can be accessed at the following address: online.utk.edu

Also, I will communicate with you occasionally via email. If you do not access your UT email account regularly, please be sure to set up forwarding. If you have questions about this, please contact the OIT help desk.

Cell Phones, Laptops, Etc.: I have no policy regarding cell phones or laptops, but I ask that you observe rules of common courtesy and do not disturb your classmates with their use. However, any use of electronic devices during exams will negate your exam score.

COURSE SCHEDULE

SECTION I: THE PROBLEM OF DEVELOPMENT

Week 1

1/13 Course Introduction: What is the developing world?
Readings: Course Syllabus

Week 2

1/18 The Problem of Underdevelopment
Readings Handelman, pp. 1-15

1/20 Theories of Development
Readings Handelman, pp. 15-26
Map Quiz

Week 3

- 1/25
Readings Colonialism's Effect on the Developing World
*Weatherby, et al. "Ch. 2. The Old and the New: Colonialism, Neocolonialism, and Nationalism" *The Other World*. New York: Pearson. Griffiths, pp. 50-53, "The New Colonialists"

SECTION II: ECONOMICS AND DEVELOPMENT

- 1/27
Readings Economic Development Strategies
Handelman, pp. 276-292
Requests for presentation topics and countries due no later than today

Week 4

- 2/1
Readings Globalization
Handelman, pp. 302-308
Griffiths, pp. 3-6, "The New Face of Development"
Griffiths, pp. 29-32, "Industrial Revolution 2.0"
- 2/3
Readings Energy, the Environment and Economic Growth: The documentary *Crude*
Class meets in Hodges Library ???
Handelman, pp. 295-301
*Juan Forero. "Seeking Balance: Growth vs. Culture in Amazon" *The New York Times*. December 10, 2003.
*Juan Forero. "Oil Companies Find Ecuador Frustrating" *The New York Times*. February 10, 2004

Week 5

- 2/8
Readings Energy, the Environment and Economic Growth: Conclusion of *Crude*
Class meets in Hodges Library ???
Griffiths, pp. 140-142, "Is a Green World a Safer World?"
Griffiths, pp. 145-147, "The World's Water Challenge"
Griffiths, pp. 148-150, "Water Warriors"
Requests for paper topics and countries due no later than today
- 2/10
Readings The Debt Crisis, Neoliberalism and Foreign Aid
*John Williamson. 2000. "What Washington Means by Policy Reform" in Jeffrey Friedman, Manuel Pastor, Jr. and Michael Tomz, ed. *Modern Political Economy and Latin America: Theory and Policy*.
*Evelyn Huber and Fred Solt. 2004. "Successes and Failures of Neoliberalism" *Latin American Research Review* Vol. 39, Issue 3. pp. 150-164.

Week 6

2/15 A Case Study: Globalization and the Debt Crisis in Jamaica
Video Showing of *Life and Debt*

Readings **Class meets in Hodges Library Room 213**
Griffiths, pp. 18-20, "The Ideology of Development"
Griffiths, pp. 45-49, "Taking the Measure of Global Aid"

2/17 A Case Study: Globalization and the Debt Crisis in Jamaica
Video Showing of the end of *Life and Debt*

Readings **Class meets in Hodges Library Room 213**
Griffiths, pp. 70-71, "Haiti: A Creditor, Not a Debtor"

Week 7

2/22 Poverty and Inequality
Readings Handelman, pp. 293-295
*Harold R. Kerbo. *World Poverty*. pp. 30-45
Griffiths, pp. 64-69, "The Micromagic of Microcredit"
Griffiths, pp. 67-69, "Many Borrowers of Microloans Now Find the Price Too High"

2/24 **In-class presentations on Economic Issues in Developing Countries**

SECTION III: CULTURE

Week 8

3/1 Religion and Politics in the Developing World
Readings Handelman, pp. 58-90
Griffiths, pp. 117-121, "Moderates Redefined"
Griffiths, pp. 122-123, "The Islamists are not coming"

3/3 Cultural Pluralism and Ethnic Conflict
Readings Handelman, pp. 94-130
Griffiths, pp. 92-93, "Africa's New Horror"

Week 9

3/8 Exam Review

3/10 **Exam 1**

Week 10

NO CLASS Spring Break

Week 11

3/22 **In-Class Presentations on Cultural Issues in Developing Countries**

SECTION IV: POLITICS AND DEVELOPMENT

3/24
Readings Revolutions
 Handelman, 219-241
Issue Papers on Economic or Cultural Challenges Due Today

Week 12

3/29
Readings War and the Military
 Handelman, 244-273
 Griffiths, pp. 84-86, "Africa's Forever Wars"

3/31 **NO CLASS** Professor at Midwest Political Science Association meeting

Week 13

4/5
Readings The State and its Opponents
 *Peter Calvert and Susan Calvert. "Ch. 7. State-building" *Politics and Society in the Third World*. pp. 137-139; 143-154
Update CALVERT READING
 Griffiths, pp. 74-76, "Fixing a Broken World"
 Griffiths, pp. 96-99, "Mexico's Drug Wars Get Brutal"
Optional: Griffiths, pp. 87-91, "The Most Dangerous Place in the World"

4/7
Readings Political Regimes: Democracy and Authoritarianism
 Handelman, pp. 28-55
 Griffiths, pp. 104-106, "Crying for Freedom"
Optional: Griffiths, pp. 130-135, "The Return of *Continuismo*?"

Week 14

4/12 **In-Class Presentations on Political Issues in Developing Countries**

SECTION V: SOCIETY AND DEVELOPMENT

4/14
Readings Urbanization and the Urban Poor
 Handelman, pp. 191-216

Week 15

4/19
Readings Health and Education
 Griffiths, pp. 162-163, "Reversal of Fortune"
 Griffiths, pp. 177-180, "Educating Girls. Unlocking Development"
 Griffiths, pp. 155 & 159 (Read text in boxes)

4/21 Women and Development
Readings Handelman, pp. 133-163
Griffiths, pp. 167-173, "The Women's Crusade"
Griffiths, pp 174-175, "Gendercide"
Griffiths, pp. 193-197, "Women's Rights as Human Rights"

Week 16

4/26 **In-Class Presentations on Social Issues in Developing Countries**

4/28 Review for Exam
Issue Papers on Political or Social Challenges Due Today

Final Exam: Friday May 6th 10:15 am to 12:15 pm

*Readings noted with an asterisk can be found on reserve in Hodges Library.

The course instructor reserves the right to make reasonable changes to this syllabus as needed.