

# POL 250 Politics of Developing Nations

FALL 2008

**Instructor:** Dr. Mimi Gerstbauer

**Office Hours and contacting me:** Office hours are Mondays and Wednesdays 2:30-3:20pm and Thursdays 9:30-11:30 (minus chapel) or by appointment ([mgerstba@gustavus.edu](mailto:mgerstba@gustavus.edu) or ext. 7421). Office is Old Main 204D. You may phone me at my home (934-1035).

**Class Meeting Time:** MWF 1:30-2:20pm

**Classroom:** Old Main 05

## I. COURSE DESCRIPTION AND OBJECTIVES:

The Third World is sometimes referred to as the Two Thirds World to imply that two thirds (more, actually) of the global population live in Third World conditions. The gap between the rich and poor on a global scale and within domestic contexts is a growing one. The rich are getting richer and the poor are getting poorer. As students of government, this reality (an injustice?) must concern us. What role does government play in the quality of life of the people of the Third World? What role can government play in the promotion of human dignity?

This course examines the politics of the developing nations of Asia, Africa, and Latin America. We will examine the networked causes of human suffering in these nations: poverty, violent conflict, culture, and political and economic instability. We will evaluate the conflicting theories about the North-South Gap and how to bridge it. Who is to blame for Third World conditions? How do Third World regimes impede human dignity? How has the international power structure (colonization, neoliberal economics) contributed to Third World stagnation and/or progress? What can and should be done?

The student should gain from the course:

- 1) awareness of the characteristics of Third World nations and governments and causes of underdevelopment.
- 2) understanding of the major social, political, and economic problems in the Third World and the possible alternative solutions for alleviating the poverty and instability in these nations.
- 3) familiarity with the major theories of development and political modernization.
- 4) development of the student's personal understandings of justice and stewardship of personal and global resources.

## II. COURSE REQUIREMENTS:

### 1) Participation

Attendance: I expect you to attend all classes. More than 3 absences will lower your overall course grade. I do not distinguish between excused and unexcused absences. Come to class on time, having read assignment and completed journal writing (if assigned). Come prepared to participate in class discussion. I will be noting quality as well as quantity of your participation.

### 2) Journal

Each student will keep a journal. The purpose of the journal is to:

- a) help you to reflect on course readings, prepare for class discussion, and critically think about the issues covered in the course
- b) help you to prepare for writing of the final paper

The journal will be collected and graded three times throughout the semester (9/26, 11/7, and 12/8) and in one sense, serves the purpose of exams in the course in that it is designed to keep you accountable to keep up with the work and to process the material outside of class. You will write two types of journal entries: pre-class and post-class. The pre-class entries are written after you have done the assigned readings for a class session, but before that class meeting occurs. Record your analysis of the reading. *Summarize* your understanding of them and offer your *reaction* and questions. The post-class entries require you to go back and comment on the readings/subject matter again soon after the presentations and discussion of class time. In what ways has your thinking changed? What did the class period make you think about? What questions remain or what new questions do you have? Of course, class

sessions will vary greatly in the degree to which they refer to specifics of the readings. Thus, what you write about in your post-class entries will depend on what we cover in class on a given day.

There are a required number of entries in your journal. You may choose which days to write<sup>1</sup>, but the “before” and “after” entries should be based on the same set of readings/class session.

**9/26 deadline:** 5 entries (5 before class and 5 after class)

**11/7 deadline:** 5 entries

**12/8 deadline:** 5 entries

\*First-rate journal efforts will be ones that effectively summarize the main points of the assigned reading(s) and include your comments, reflections, and questions. The goal is to show that you’ve tried to ascertain the main points of the reading and have actively thought about them. Some ways you can show you are thinking about the readings are by connecting them to outside sources (newspaper articles, films, discussions with friends), comparing the arguments of several readings, and offering insightful questions.

\*The journal is a place for you to reflect on what you are learning in this course – to make connections within the course (“wow, this chapter on corruption really relates to what I’ve been reading about Nigeria for my paper because...”) and between the course and other segments of your life (films at St. Peter 5, conversations in the cafeteria with friends, Thanksgiving dinner with family, other courses, etc.).

\*The journal can also be a source of reflection upon the research paper.

\*I do not expect polished writing in the journal, but I do expect critical and creative thinking that demonstrates careful attention to course material and interaction with the assigned reading. Your journal entries, I hope, will include your personal stories, struggles, convictions, and doubts.

\*As with all class writing, do not plagiarize in your journals. Quotes from readings should be in “quotations” and references to readings should be cited with page numbers where appropriate.

\*There is no set length for journal entries, and I expect they will vary. Generally, post-class entries will likely be shorter than pre-class entries.

\* ALL journal entries should be clearly dated and pre and post class entries labeled accordingly.

\* Your journal must be typed.

**3) Research paper,** about 10-12 pages in length. This written assignment will provide the student the opportunity to examine the politics of one developing nation and to apply the theories and concepts learned in the class to the problems of this particular state. The paper will include your analysis of the political under-development of this nation, and your proposed remedies. This will require creative analysis and incorporation of judgements, values, and views that you develop throughout the course. The thoughts that you process and develop in your journal should help you as you sit down to think about your paper.

Papers will be presented in class within small groups. You will receive written feedback on drafts from both professor and fellow students. You will then revise the paper and submit a final draft. Students in the past have found this to be very valuable. More instructions to follow.

**4) Service-learning Group Project** The goal of this assignment is to help you think about areas in which you and Southern Minnesota are intertwined with developing nations and what responsibilities you have as a privileged citizen of our world. A separate handout will provide the details.

### **III. GRADING:**

Your final grade will be calculated from the course requirements as follows:

Participation — 20% (attendance, preparation for and participation in class)

Journal — 30% (10% for each deadline/portion)

Final paper — 30%

Experiential Research Project - 20%

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<sup>1</sup> I may occasionally assign a specific journal entry/topic.

**Grading Scale:**

- A 94+
- A- 90-93
- B+ 88-89
- B 84-87
- B- 80-83
- C+ 78-79

Grades C and lower calculated using same scale. Minimum passing grade= 60.

**IV. COLLEGE POLICIES:****Plagiarism, Academic Dishonesty, and the Honor Code:**

Every Gustavus Adolphus College student now agrees to abide by the academic honesty policy and honor code as a condition for enrollment. The honesty policy stipulates:

“In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another’s words or ideas. Students are especially cautioned that quoting from or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source.”

In addition, the policy states, “a student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor, if the work has been submitted in a previous semester.”

In this course, any violation of the academic honesty policy will carry the penalty of failing the assignment, and the possibility of failing the course. Students who dispute an allegation of academic dishonesty may request a hearing before a joint student/faculty honor board.

In this course, the following statement will be written in full and signed on all work submitted for grading: “On my honor, I pledge that I have not given, received, nor tolerated others’ use of unauthorized aid in completing this work.” As your instructor, I will attempt to clearly define the level of authorized aid appropriate to a particular assignment. However, you are responsible to ask questions when you have doubts.

An integral part of the honor code is non-tolerance of violations. Under our code students are not expected to police others’ actions. Rather, you agree to report violations of which you become aware. Failure to do so will constitute an honor code violation in this class.

**Disability Accommodations:**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990) work together to ensure ‘reasonable accommodation’ and non-discrimination for students with disabilities in higher education. A student who has physical, psychiatric/emotional, medical, learning, or attentional disability that may have an effect on the student’s ability to complete assigned course work should contact the Disability Services Coordinator in the Advising Center, who will review the concerns and decide with the student what accommodations are necessary. (Disability Services Coordinator: Laurie Bickett x6286)

**V. TEXTS:****For Purchase:**

Ronald Inglehart and Christian Welzel, *Modernization, Cultural Change, and Democracy: The Human Development Sequence*. Cambridge U. Press, 2005.

John Isbister, *Promises Not Kept: Poverty and the Betrayal of Third World Development*, 7<sup>th</sup> ed. Kumarian Press, 2006.

Martha Nussbaum, *Women and Human Development: The Capabilities Approach*. Cambridge U. Press, 2000.

Jeffrey D. Sachs, *The End of Poverty: Economic Possibilities for Our Time*. Penguin Books, 2005.

**Electronic Reserves:**

Reserve readings can be found at <http://moodle.gac.edu/> The log-in section is on the right-hand side of the screen. Your Gustavus network account user name and password (usually the same as the one you use for e-mail) will allow you access. Once logged in, you will see your list of courses on the left-hand side of the screen. Click on this course and a list of the reserve readings will appear. Full citations for these readings are at end of syllabus.

**Current Events:** I expect you to keep up with current events. The *New York Times* has excellent international coverage. The *Christian Science Monitor* is a smaller newspaper with particularly good coverage of the developing world. Both can be read on-line free of charge. [www.nytimes.com](http://www.nytimes.com). [www.csmonitor.com](http://www.csmonitor.com). Also, please take advantage of the National Newspaper Readership Program which offers free newspapers in residence halls to all Gustavus students. Reading a newspaper will help stimulate your journal writing, class participation, and help you follow events in the country about which you write your paper.

**VI. COURSE SCHEDULE:** What follows is an estimate of our schedule for the semester. Alterations to readings and schedule may be made with advance notice.

## **I. INTRODUCTION TO THE THIRD WORLD AND WHY IT EXISTS**

What is development? What is the “third world” and where did this term come from? How did we get third world nations? What theories help us understand development and the persistence of poverty in our world?

9/3 Introduction to course and review of syllabus

9/4: 9:30-4pm *Camp Darfur Exhibit, GAC Mall (Alumni Hall if rain)*

9/5 Discuss concept of Third World and Characteristics of Developing Nations (*Read: Isbister chapters 1 and 2; Sachs, chapter 1*)

9/8 How did we get this way? Explanations of Poverty (*Read: Isbister chapter 3*)

9/10 How did we get this way? Explanations of Poverty (*Read: Sachs chapters 2-3*)

**9/11 REQUIRED: 12pm-1pm Project Orientation for Experiential Learning Project, “Taking A Stand Against Genocide” Alumni Hall (Feel free to bring lunch)**

9/12 Dependency and Imperialism on Trial (*Read: Isbister chapter 4 and Bauer (on reserve)*)

9/15 Modernization on Trial (*Read: Huntington (on reserve)*)

## **II. CULTURE AND DEVELOPMENT OF DEMOCRACY**

How are culture and values related to development? Are certain cultures more conducive to democracy than others? What are the key elements of culture? Of democracy? Is democracy necessary for development?

9/17 A Revised Theory of Modernization (*Read: Inglehart chapter 1*)

9/19 Cultural Change (*Read: Inglehart chapter 2*)

9/22 Cultural Change (*Read: Inglehart chapters 4-6*)

9/24 Cultural Change and Democracy (*Read: Inglehart chapter 7 and Zakaria (on reserve)*)

**Paper Proposal Due** - Indicate reason for country selection and list key sources to be consulted.

9/26 Cultural Change and Democracy (*Read: Inglehart chapter 8*)

**First Journal Check**

9/29 Service-learning meeting #1 (at Dive)

10/1 Cultural Change and Democracy (*Read: Inglehart chapters 9 and 11 and Putnam (on reserve)*)

10/3 Cultural Change and Democracy (*Read: Inglehart chapters 12-13 and conclusion*)

10/6 Service-learning meeting #2 (at Dive)

10/8 Nobel Conference (no class meeting)

### **III. WOMEN, DEVELOPMENT, AND UNIVERSAL UNDERSTANDINGS**

How are feminism and development related? Is the concept of development universally understood? Do all people in the world desire the same things? How are women key to development?

10/10 Feminism and Development (*Read: Nussbaum introduction*)

10/13 Service-learning meeting #3 (at Dive)

10/15 Universal Values and Development (*Read: Begin Nussbaum chapter 1*)

10/17 Universal Values and Development (*Read: Finish Nussbaum chapter 1*)

#### **10/20 FALL BREAK/READING DAY (no class)**

10/22 Preferences and Justice (*Read: Nussbaum chapter 2*)

10/24 Service-learning meeting #4 (at assigned school)

*This weekend: "Topsy Turvy" play at Anderson Theater*

10/27 The Role of Religion (*Read: Begin Nussbaum chapter 3*)

10/29 The Role of Religion (*Read: Finish Nussbaum chapter 3*)

10/31 Service-learning meeting #5 (at assigned school)

11/3 Love, Care, Dignity and Conclusion (*Read: Nussbaum chapter 4 and Conclusion*)

11/5 Service-learning meeting #6 (at Dive)  
**Preliminary Paper Writing Due**

*11/6 Film, "The Devil Came on Horseback" 7:00pm St. Peter High School*

### **IV. ECONOMIC POSSIBILITIES FOR OUR TIME**

What needs to happen for the worst of third world poverty to be eradicated? Is this a realistic hope?

11/7 An Overview (*Read: Isbister chapter 6*)  
**Second Journal Check**

11/10 **Service Learning Portfolio Due (see service learning handout)**

11/12 Clinical Economics (*Read: Sachs: chapter 4; chapters 5-10 will be divided among the class*)

*11/13 Raoul Wallenberg Lecture 7pm Wallenberg Auditorium, Nobel Hall  
Mark Hanis, Founder of Genocide Intervention Network*

11/14 The Millennium Development Goals (*Read: Sachs chapter 11 and Isbister chapter 7*)

11/17 On The Ground Solutions (*Read: Sachs chapter 12 and Easterly (on reserve)*)

11/19 What Needs to Happen (*Read: Sachs chapters 13 and 14*)

*11/20 7pm St. Peter Community Center: "Taking a Stand" Student Presentations*

11/21 Can the Rich Afford to Help the Poor? (*Read: Sachs chapter 15*)

11/24 **COMPLETE PAPER DRAFT DUE** (Film in class)

**THANKSGIVING BREAK – rest and be thankful that your paper draft is complete.**

12/1 The Toughest Questions (*Read: Sachs chapter 16 and Spector (on reserve)*)

## **V. THE CALL TO US ALL**

What is our responsibility?

12/3 Why We Should Do It (*Read: Sachs chapter 17 and Isbister chapter 8*)

12/5 Our Generation's Challenge (*Read Sachs, chapter 18 and Kothari (on reserve)*)

12/8 and 12/10 and 12/12

STUDENT PAPER PRESENTATIONS (done in small groups, not to whole class)

**Final Journal Check (due 12/8)**

**Wednesday December 17<sup>th</sup> 10:30am-12:30pm**

**Final Paper due at end of "exam" time at Gerstbauer office**

But, rest assured, there is no final exam.

## **BIBLIOGRAPHY OF RESERVE READINGS (in alpha order)**

Bauer, P.T. "Western Guilt and Third World Poverty" in *From Subsistence to Exchange and Other Essays*. Princeton U Press, 2000, pp. 53-72. (Originally published in 1976).

Easterly, William. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin Books, 2006 (Chapter 1, pp. 3-33).

Huntington, Samuel. "Political Order and Political Decay" in *Political Order in Changing Societies*. New Haven: Yale U. Press, 1968, pp. 1-59.

Kothari, Rajni. "The Yawning Vacuum: A World Without Alternatives" *Alternatives*, 18 (1993), pp. 119-139.

Putnam, Robert. "What Makes Democracy Work" *National Civic Review* (Spring 1993), pp. 101-107.

Spector, Bertram I., ed. *Fighting Corruption in Developing Countries*. Kumarian Press, 2005 (introductory chapter)

Zakaria, Fareed. "Culture is Destiny: A Conversation with Lee Kuan Yew" *Foreign Affairs*, Vol. 73, No. 2 (Mar/Apr 1994), pp. 109-126.