

Political Development 457
University of Southern Mississippi
Spring 2007

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Tues/Thurs. 11 – 12:15
LAB 207
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Mon. 11-12; 2-4
Wed. 11-12

“The world is flat.”

Thomas Friedman, explaining globalization.

With the world starkly divided between the relatively well off and vast majority who are not, this is a good time to study political development, which includes political, economic and cultural issues. It also encompasses globalization, which is affecting political and economic development and modernization in every country today. Is it positive change? Can it be altered? What political and economic policies of the major industrialized countries help developing countries – and which ones tend to hurt them?

What can you as a student do to not only learn about but to prepare yourself to become a part of the wave of political and economic change and modernization occurring around the globe? In this class you not only will learn about global development issues but also, in a small way, do something about them through a hands-on, practical case study project and a community service.

Among issues behind global terrorism and other forms of conflict are: ethnic/cultural tensions, stark poverty; disease, especially the pandemic of AIDS in Africa; religious rivalry; modernization vs. traditionalism. Other issues at the forefront of political development today include the continuing second-class status of women in most nations; varying and controversial global strategies to promote democracy; and the impact of globalization.

There are subtle effects of globalization, including instant electronic transfers of investment funds in and out of developing nations, and possible ethnic violence linked to uneven accumulation of wealth. Globalization and modernization are bringing much of the world closer, but there are winners and losers in the process. Many have been left behind in poverty, poor health, and undemocratic societies.

The objectives of this course are to foster critical thinking and analysis; to help students learn to assess varying points of views and contrasting policies; to reach tentative conclusions based on readings and defend/explain those conclusions both orally and in writing; to cooperate with others in learning. The focus is developing nations and what is holding them back or speeding their political and economic progress.

As a way of **helping students reach the course objectives**, students will probe some of the major themes of political and economic development in non-Western countries today as well as the impact of Western nations on those countries. Special attention is given to development theories such as modernization and dependency; to

globalization and debates over the impact on poor nations; to theories of economic and political development, and to other related topics. Students will engage in critical analysis of the readings, research, writing, and discussions and comparison of conflicting assessments by experts on various themes. Various teaching methods will be used, including lectures, group discussions and debates, and role playing and community service.

I Books

Required to buy

1. Friedman, Thomas L. 2000. *The Lexus and the Olive Tree: Understanding Globalization*. New York: Anchor Books (ISBN 0-385-49934-5).
2. Handelman, Howard. 2006. *The Challenge of Third World Development* (4th Ed.). Upper Saddle River, N.J.: Prentice Hall (ISBN 0-13-193070-2)
3. Steger, Manfred B. 2003. *Globalization: A Very Short Introduction*. Oxford University Press: Oxford (ISBN 0-19-280359-X).

Additional readings will be assigned through handouts or electronic reserves at the library, including from these authors:

4. Isbister, John. 2003. *Promises Not Kept: Poverty and the Betrayal of Third World Development*, 6th ed. Bloomfield, CT.: Kumarian (ISBN 1-56549-173-4).
5. Landes, David. 2000. In *Culture Matters: How Values Shape Human Progress*. Eds. Lawrence E. Harrison and Samuel P. Huntington. New York: Basic Books (ISBN 0-465-03176-5).
6. So, Alvin Y. 1990. *Social Change and Development*. Newbury Park, CA.: Sage Publications (ISBN. 0-8039-3547-1).

Supplemental readings not required but of interest to those doing research.

1. Chua, Amy. 2003. *World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability*. New York: Anchor Books. (ISBN 0-385-72186-2)
2. Friedman, Thomas L. 2005. *The World is Flat: A Brief History of the Twenty-first Century*. New York: Farrar, Straus and Giroux. (After explaining in his earlier books how globalization affected first countries, then companies, in this work he shows how it also affects individuals.)
3. Skard, Torid. 2003. *Continent of Mothers: Understanding and Promoting Development in Africa Today*. London. Zed Books. (A senior UN official in West Africa discovers what works and what does not work with international aid.)

4. Stiglitz, Joseph: *Globalization and its discontents*. 2002. New York: Penguin. (Stiglitz, a former chief economist for the World Bank criticizes many of the global economic policies up through the 1990s of the International Monetary Fund as hurting poor countries more than helping them.)
5. Mandel, Jay. R. 2003. *Globalization and the Poor*. 2003. Cambridge: Cambridge University Press.

II Class policies:

Attendance is required. Because the class involves discussions, attendance is required. **Irregular attendance will result in a grade reduction.** Two undocumented absences will be allowed, however, given your busy lives and many commitments.

Any assignment turned in late is subject to a grade reduction of one grade the first week and two grades after two weeks. Exams must be turned in on time. In other words, an end-of-semester flurry of papers is not acceptable. You must keep up with the readings and the related written assignments. No late papers will be accepted for credit after April 24 without the approval of your professor.

All assignments must be typed and stapled.

University policies on attendance, grades, honesty, and **plagiarism** (using another's words or ideas as your own) apply in this course.

Your professor reserves the right to adjust this syllabus to meet class needs.

Disabilities. Any student with any kind of a documented handicap should make this known to the instructor at the start of class for appropriate assistance.

American with Disabilities Act (ADA): If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Mailing address: 118 College Drive #8586, Hattiesburg, MS 39406-0001; Telephone (601) 266-5024; TTY: (601) 266-6837; Fax: (601) 266-6035

Writing help. Students who feel uncertain about the quality of their writing are encouraged (and may be required by the professor) to first pass their papers through the USM writing center for assistance in time to meet class deadlines.

III Course Requirements

Readings. In a discussion-based class such as this one, readings are the core of the class. Therefore you are expected to carefully read assignments and complete any related papers by the class date shown on your syllabus for each reading. You are also expected to participate in class discussions based on your preparation. This requires close listening to others' and respect for their views. Unprepared students should not avoid coming (attendance counts), but they deny other students the benefit of sharing informed ideas and may do poorly in terms of their participation grade and any quizzes.

Brief papers. For some reading assignments you will be asked to write a brief analysis (1-2 pages, double-spaced. Once you've read the material, this should be no problem. Look for the main points; don't get bogged down in too many details.

Be analytical in your responses, not just descriptive. In other words, explain *why* things happened the way they did, not just *what* happened. Some readings analysis papers have been scheduled (below); others may be announced later.

References from the assigned readings (with page numbers) must be included in exams and analysis papers but not in in-class quizzes.

Quizzes (announced or not), will reward your keeping up with the readings. Study questions shown with reading assignments may be used as questions.

Exams. A take-home mid-term and a non-cumulative final will involve essay answers with frequent citations from the readings, analyses of case studies, theoretical explanation, and a conclusion.

Research project paper. Reading about development is one thing; designing a development strategy is another, taking into consideration political, cultural and other issues, especially modernization and dependency theories. See guidelines below

Interview. As part of the research project you will conduct an interview (probably by email) with an employee of an agency dealing with the topic of your paper. The interview should be in-depth and ask penetrating questions about the causes and cures of poverty and underdevelopment in the country you have chosen. To be most effective (and get a better grade), you should first become familiar with the country and its development issues in general so as not to waste your and their time asking basic factual questions. (Asking what is the main cause of political and economic underdevelopment is not a bad question. But it will work better if you already know the basic lay of the land.)

Community service learning project: (Hunger Banquet.) In an effort to better understand income disparities in the world and their impact, students will participate in a 'hunger banquet.' Then, in teams of two, students will contact a local middle or high school teacher and, working with the teacher, explain and help the teacher's students organize and carry out their own 'hunger banquet.'

This community service helps young students become aware of the terrible gaps between the world's rich and poor; how that shapes peoples' lives, and what can be done to improve things. A USM liability forms from the office of Community Service Learning must be signed before leaving campus for this project. Students are responsible for their own safety traveling to and from the project and while on the project. An alternative, additional research option is available for anyone finding this activity poses personal difficulties.

IV Grading

Mid Term exam	15%	
Final Exam	15%	
Quizzes	5%	
Attendance/participation	10%	(includes meeting class deadlines)
Readings papers	15%	
Research project:		
Interview (2 pages)	5%	
*Paper (10 pgs)	25%	(includes oral presentation to class)
Hunger Banquet (2 pages)	10%	

Exams, research and analysis papers are evaluated as to whether they address the questions analytically or are mostly a compilation of unanalyzed facts. There are no ‘right’ answers, but responses should be clear, well-written, and analytical; positions taken must be defended with supportive facts. **References from the assigned readings (with page numbers) must be included in exams and analysis papers but not in in-class quizzes.**

*Extra credit is awarded if you submit the strategy section of your paper to your interviewee; additional extra credit is awarded if you successfully solicit detailed comments on your strategy section from your interviewee (see Research Project Schedule below).

V Assignments Schedule.

Please complete readings and assignments by the date shown..

1. Political and Economic Development: Theories and Context

Tues Jan 16	Introduction to course
Thurs Jan 18	Theme: What it means to be poor. Handelman pgs. 1-12 <u>Income disparities</u> . What is “underdevelopment;” what are its characteristics? Ibister (7-14) Five lives in poverty. Due: 1-2 page paper: briefly explain the three kinds of underdevelopment & choose one of the five lives & tell what kind of underdevelopment they suffer from. References from the assigned readings (with author/page numbers) must be included in this and all readings-related papers.
Tues Jan 23	Theme: theories on causes of underdevelopment (part I) Handelman pgs.12-19 (Modernization and dependency theories). This is an important assignment that you will be quizzed on. Research project. Begin looking at web pages to choose a topic, a country and an agency to work with on your research paper. Your choices are due next Tuesday.

Thurs Jan 25 **Theme: theories on causes of underdevelopment (part II)**
Alvin So: Chap. 4: convergence of development theories
Due 2-page paper comparing modernization and dependency theories: (1) describe each theory clearly, telling how it explains underdevelopment; (2) describe the differences between them
Quiz: comparing development theories

2. Development: Political and Cultural Issues

Tues Jan 30 **Theme: culture shapes human progress**
Landes, Chap 1 (in Harrison and Huntington): Culture Matters
Due: 1-pg. paper: How does culture matter in development? Give examples. Cite page number references.

Thurs Feb 1 **Theme: democratization**
Handelman Chap 2
Due: (PROJECT) Brief paper identifying (1) the country you have chosen and why; (2) the poverty/development issue you have chosen and why. *This counts on your participation grade*

Tues Feb 6 **Theme: cultural pluralism and ethnic conflict**
Handelman **chap 4**
Due: 1 page paper on the main points
Due. Name of teacher, class and school where you will conduct your own 'hunger banquet, with evidence of communication with the teacher.
Reminder: annotated bibliography due March 1 includes inter-library loan books which you should order now. It takes up to 2 weeks for delivery.

Thurs Feb 8 **Theme: women, politics and development**
Handelman **chap 5**
Due: (1) email confirmation of the person in the agency you have chosen who has agreed to be interviewed (or summary of phone conversation) regarding your research project; (2) explanation as to why you chose that agency and person. Interview due Feb. 15.

Tues Feb 13 **Theme: farmer politics**
Handelman **chap 6** (148-169)

Thurs Feb 15 **Theme: religion and politics**
Handelman **chap 3**

Due. INTERVIEW. 2-page interview with name of interviewee at the chosen development agency. If interview was done by email, submit a copy; if by phone, give date of interview and full summary of the questions and answers, along with name of your interviewee.

- Tues Feb 20 **Theme: soldiers and politics**
Handelman chap 9
Study question (no paper required; quiz possible anytime): why do militaries seize power; and how well do they govern?
- Thurs Feb 22 **Theme: fighting global poverty (part I)**
Handelman Chap 10 (253-268)
Study question: What should poor States do to reduce poverty?
Mid-term handed out in class; due back Tues. Feb. 27.
- Tues Feb 27 no readings
Mid-term due back at start of class.
- Thurs Mar 1 **Theme: fighting global poverty (part II):**
Handelman (269-284):East Asia's Miracle and Crisis
Due: annotated bibliography, including inter-library loan books received or on order. At least 12 solid sources required; do not cite encyclopedia sources (Wikipedia, etc), and no more than 2 internet sources. Books, academic journals, and newspapers (for very current issues) are acceptable.

3. Globalization and Development: a positive or negative force?

- Tues Mar 6 **Theme: globalization – a contested phenomenon**
Steger chap 1 (1-16)
Due 1-page paper: what is globalization?
- Thurs Mar 8 **Theme: globalization – understanding the system**
Friedman Chaps 1-4
Due. Name of school and teacher who has agreed to host your hunger banquet.
- Mar 12-16 Spring Break
- Tues Mar 20 no readings
Due: Hunger Banquet paper (2 pages)
Oral reports on hunger banquet (not graded)

- Thurs Mar 22 **Theme: Globalization (its not new): economic impact (part I)**
 Steeger: Chaps 2 & 3
Oral Reports on hunger banquet
Due: 3-page paper of initial findings on your research project. This is not the same as the first three pages of your final paper; it is a summary of what you have learned about why the country you are studying is poor, how modernization and dependency phenomena may have affected it, and what you suggest should be done to develop the country.
- Tues Mar 27 **Theme: globalization's economic impact (part II)**
 Friedman Chaps 5-7
Oral reports on hunger banquet
Due: 1-2 page paper: what are some of the main economic effects of globalization (according to Steeger and Friedman)
- Thurs Mar 29 **Theme: political impact of globalization (part I)**
 Steeger chap 4
 Friedman 187-193 (pressures for democratization)
- Tues April 3 **Theme: political impact of globalization (part II)**
 Friedman Chapter 9
Due: 1-2 pg. paper: what are some of the political impacts of globalization according to Steeger and Friedman?
- Thurs April 5 **no readings**
Due: final draft of your research project
Due (for extra credit) email evidence of submission of strategy section of paper (not full paper, unless your interviewee requests it) for comment.
- Tues April 10 **Theme: Cultural and ideological impact of globalization**
 Steeger: Chaps 5 & 6
Due 1-2 pg. paper: what are the main cultural and ideological impacts of globalization.
- Thurs April 12 **Globalization: looking ahead (Part II)**
 Isbister (231-241)
 Steeger Chap 8
 Friedman 468-475

Final Exam handed out; due back Tues (April 19) at start of class

- Tues April 17 no readings: video and discussion
Final Exam turned in at start of class
- Thurs April 19 **Project Panel workshop.** Students working on similar projects or countries will form panels and discuss research strategies for presentation to class. This is good practice for professional presentations in your academic or work
Due. Final day to hand in any late papers for credit
- Tues April 24 Project panel presentations..
Due: revised final paper
Due: for extra credit: detailed comments on your strategy section of the paper from your interviewee: submit email evidence and provide full name and title of interviewee and name of agency on your submission to your professor.
- Thurs April 26 Project panel presentations
- Tues May 1 Project panel presentations
- Thurs May 3 (last class)
Project panel presentations/discussions

Research Project guidelines:

Purpose: The purpose of this project is to allow you to apply the knowledge gained in the class to a practical case study. Your paper will be written as if you were a consultant to the government of the country you choose, offering a strategy for development.

Extra Credit. For extra credit, you are encouraged to submit the strategy section of your paper to the person you interview. If you can solicit detailed comments on your strategy section, you will receive additional extra credit.

Design. You will identify a problem associated with poverty/underdevelopment and an actual country to focus on concerning that problem. Then you will choose an actual development agency attempting to address that problem. You will study the agency's strategy and then interview someone in that agency.

Next you will conduct research on the country's political and economic issues – not just a profile, but in-depth issues about the country and the development issue you are focusing on.

Finally, using knowledge from this class about development theories, as well as the political, cultural, and historic features of your target country, you will write your research/strategy paper. The paper will: (1) identify a particular development need in the country you have chosen to study; (2) analyze the need/problem from the point of view of your class knowledge; (3) suggests ways to address the problem. This will be a fully-

cited research paper with at least a dozen relevant sources (not Wikipedia, and no more than one or two internet sources). Primarily you will be using books and journals.

(Although you will do a separate paper based on your interview, you may incorporate short, key portions of the interview into your research/strategy paper. But mostly it is your own thoughts based on research.)

As at a professional conference, your ideas in your paper will be judged by a committee of your peers (fellow students), who will have an opportunity to make suggested changes and improvements, answer un-addressed questions. Then you will turn this paper (revised if necessary) in for a grade. Your professor may suggest additional changes before assigning a final grade.

Format.

Sourcing is critical. Be sure to source this paper well. I expect three to four citations per page on average.

Your paper should roughly follow this format. Please use subheadings/labels for each section. Total length, approximately 10 pages:

1. Political and Economic History (approximately 1 page)
2. Current Political and Economic Problems (approximately 1 page)
3. Issues Related to Modernization and Dependency theories (approximately 2 pages) (how modernization and dependency theories help explain the political and economic problems you describe in section 2)

In this section, be sure to clearly mention the theories by name as you discuss them. The idea in this section is not to present definitions – we assume you know them by know – but application and relevancy, with EXAMPLES. Show how these theories help explains, if they do, the country's poverty

4. Globalization Issues (approximately 1 page)

Again, this is not the place for a definition, but for examples and application of explanations relating to globalization. Asses the ways globalization has affected the country.

5. Development Strategy (approximately 3-4 pages).

Suggest ways to advance the economic and political development of the country, explaining how your suggestions would be beneficial and why.

This is the creative heart of your project/research paper. In this section, be sure you address the implications and consequences of any policies you suggest. Be as specific as you can about your recommendations. Just saying “more education” is not a deep analysis, for example.

6. Conclusion (approximately 1 page)

This section should point out the main lessons learned from your research and why you have chosen the strategies you did: that is, what problems your recommendations are addressing.

Research Project Schedule

Grading: graded assignments subject to grade reductions if late; non-graded assignments count against participation grade if late. Extra credit for submitting

strategy plan to interviewee. Additional extra credit if you get back a detailed critique of your ideas.

- Jan 23 Begin looking at web pages to choose a topic, a country, and an agency to work with on your research paper.
- Feb 1 Due: (PROJECT) Brief paper identifying (1) the country you have chosen and why; (2) the poverty/development issue you have chosen and why. *This counts on your participation grade*
- Feb 8 Due: (1) email confirmation of the person in the agency you have chosen who has agreed to be interviewed (or summary of phone conversation) regarding your research project; (2) explanation as to why you chose that agency and person.
- Feb. 15 **Due.** 2-page **interview** with name of interviewee at the chosen development agency. If interview was done by email, submit a copy; if by phone, give date of interview and full summary of the questions and answers, along with name of your interviewee
- March 1 Due: **annotated bibliography**, including **inter-library loan books** received or on order. At least 12 solid sources required, not including encyclopedia sources (Wikipedia, etc), and no more than 2 internet sources. Books, academic journals, and newspapers (for very current issues) are acceptable.
- March 22 Due: 3-page paper of initial findings on your research project. This is not the same as the first three pages of your final paper; it is a summary of what you have learned about why the country you are studying is poor, how modernization and dependency phenomena may have affected it, and what you suggest should be done to develop the country.
- April 5 Due: final draft of your research project
- April 5 Due (for extra credit) email evidence of submission of suggestions section of paper (only; not full paper, unless your interviewee requests it) for comment.
- April 26 Due: revised final paper
- April 26 Due for extra credit: detailed comments on your strategy section of the paper from your interviewee: submit email evidence and provide full name and title and name of agency on your submission to your professor

Hunger Banquet

- March 8 Due. Name of school and teacher who has agreed to host your hunger banquet.
- March 20 Due: Due: Hunger Banquet paper (2 pages)
Oral reports on hunger banquet (not graded)