

ST. LOUIS UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
POLS-1510-01 Politics of the Developing World
3 Credit Hours
Spring 2023

Dr. Emmanuel Uwalaka
TR: 11:00 – 12:15 pm
Classroom: McGannon Hall 121

Office: McG 150
Cell: 314-749-5917
Hours: TR: 9-10 am
W: 10-11 am
or by appointment

Welcome to the course

This comparative politics course is designed to introduce undergraduate students to politics of developing regions (Africa, Asia, Latin America, and the Middle East). We begin the course by examining the contending paradigms scholars have used to describe, explain, and understand political processes in these regions. The course examines the following questions: How do we conceptualize development? Why do we compare countries? Why are countries developed and other countries developing? To answer these questions and, moreover, operationalize development we shall examine colonial heritage, modernization and dependency theories, politics and culture, democracy, and authoritarianism, and two models of development Nigeria and India.

COURSE OBJECTIVES

The objectives for the course are:

1. To introduce the student to the process of conceptualizing and operationalizing broad concepts
2. To introduce the student to the approaches and theories of politics of developing countries
3. To provide the student with contextual understanding and sufficient factual background to assess comparative politics theories and concepts in relation to developing countries
4. To discuss the essential elements in the governing process through illustrations from various political systems; and
4. To articulate how our values and morals shape our analysis of political events and outcomes

LEARNING OUTCOMES

After taking this course, students will be able to:

1. Conceptualize and operationalize the concepts development, capabilities, cultural pluralism,
2. Explain the strengths and weaknesses of the key theories in explaining and understanding the politics in developing countries
3. Demonstrate knowledge of major external and internal factors impacting political processes in different countries and regions
4. Articulate how our values and moral shape our analysis of political events and outcomes in developing countries.

Required Book(s)

Draper, Allan and Ramsay, Ansil. 2016. *The Good Society: An Introduction to Comparative Politics*, 3rd edition. New York: Pearson

Handelman, Howard and Brynen, Rex. 2019. *Challenges of the Developing World*, 9th edition. New York: Rowman & Littlefield

COURSE REQUIREMENTS

Students are required to attend class sessions regularly and punctually. Students are required to sign the roll at each session, and a record of attendance will be maintained. Students will be expected to complete assigned readings before the next day's class, participate in class discussions and prepare for case studies. Students should be aware of how politics affects their everyday lives. Most of the time, the instructor will begin class by asking "what is the latest?" The idea is to allow you express yourself on what you have observed about politics at the international level. Your participation efforts at this level will be recorded toward class participation points. During class, **cell phones must be turned off or to vibrate mode**. If you need to respond to a call, please step outside the room. Use of laptop computers during class is only allowed to take lecture notes.

A class session might be changed to discussion session depending on how the class responds to lectures, readings, and issues in international politics. Students will be informed of discussion topic in advance.

COURSE EVALUATION

As part of class participation, during the last week of the semester students will be reminded to complete an on-line course evaluation. Students will be notified when screens will be accessible for students to submit the evaluation.

EVALUATION

A. Methods

Two quizzes (which will be announced days in advance), class participation (involvement in class discussions, asking and answering questions, courteous to classmates, etc.), midterm, and final examinations, and short reflection paper not more than 5 pages will be used in evaluating the performance of students.

1. Students will be required to take the mid-semester and the final examinations.
2. Students are required to take all examinations as scheduled. Exams will consist short answers and essays. Exams are not cumulative, that is, only the material since the last exam is included.

B. Grading Scale and Distribution of Points

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|----|-------------------------------|----|
| 1. | Quizzes | 10 |
| 2. | Mid-Semester Exam | 30 |
| 3. | Final Exam | 30 |
| 4. | Reflection Paper | 20 |
| 4. | Class Participation | 10 |

(Asking and answering questions, actively involved in class discussions, relating media international events to concepts and theories learned in class,

class attendance, etc.}

The numerical equivalents of letter grades are:

93-100 = A

83-86 = B

73-76 = C

90-92 = A-

80-82 = B-

70-72 = C-

87-89 = B+

77-79 = C+

60-69 = D

Below 65 = F

NOTE: Final grades will not be changed unless there is an error in computation.

OFFICE VISITS

Students are encouraged to visit the instructor during office hours in connection with their work in this class, or to discuss any career-related problems. If unable to visit during posted hours, an appointment will be made convenient to both the student and the instructor.

IT IS IMPORTANT THAT YOU GET TO KNOW YOUR TEACHERS AND TO MAKE YOURSELF KNOWN TO THEM. IT IS THE ONLY WAY TEACHERS CAN BE OF HELP TO YOU OUTSIDE THE CLASSROOM.

Syllabus Statement on In-Person Class Attendance and Participation

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any [potential COVID-19 symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the [University Attendance Policy](#), students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the [University Attendance Policy](#), students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences

Mandatory Syllabus Statement on Face Masks (until further notice)

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
 - dismissal from the course(s)
 - removal from campus housing (if applicable)
 - dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's [ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

Absences

In addition to authorized absences, instructors have the authority to excuse absences for other reasons.

Documentation for short-term absences may be required at the instructor's discretion.

In the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Medical documentation may be required in cases of serious illness or medical conditions which impact a student's ability to participate in courses for an extended period.

In the event of a chronic medical condition or disability, students are strongly advised to contact the Dean of Students and/or the Office of Disability Services to explore potential accommodations.

Authorized Absence Activities

As previously stated, in the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Each instructor will excuse students from class for authorized activities (see below) and provide an opportunity to complete missed exams, quizzes, and other required work.

Students are responsible for all material covered in class and must work with each individual instructor as soon as they return to complete any required work.

Missed required work may be replaced by alternative assignments at the instructor's discretion.

Authorized activities and required documentation are defined as:

Participation in Division 1 athletic games and associated travel (excluding practices);
Appearances required as part of a Saint Louis University investigation/hearing;
Short-term service with the military and/or First Responder (see the Military Policy for additional information and notification timeline)
Legal obligation (e.g jury duty, required court appearance);

Official notification of required appearance.

Religious Holiday Observance

2. The Office of the Provost, in consultation with Campus Ministry and the Office of the University Registrar, will publish a list of religious holidays likely to affect students.

3. Students must notify instructors in writing by the end of the first week of the semester of all religious holidays they observe that conflict with their course meetings and activities

4. Instructors will notify students promptly if these absences will prevent the student from meeting the course objectives so that the student may drop the course during the add/drop period.

Bereavement

Official notification from the Dean of Students or Academic Dean.

Upon request to and approval by the Dean of Students Office, students shall be given up to five (5) consecutive days (not including weekends or holidays) of excused absence for bereavement.

In addition, this instructor requires students to sign the roll at each session, and a record of attendance will be maintained. Students will be expected to complete assigned readings before the next day's class, participate in class discussions and prepare for case studies. Students should be aware of how politics affects their everyday lives. Most of the time, the instructor will begin class by asking "what is the latest?" The idea is to allow you express yourself on what you have observed or read about politics at the local, state, national or international level. Your participation efforts at this level will be recorded toward class participation points. During class, **cell phones must be turned off or to vibrate mode.** If you need to respond to a call, please step outside the room. Use of laptop computers during class is only allowed to take lecture notes.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the [Office of the General Counsel](#).

Disability Services

Students with a documented disability who wish to request academic accommodations must contact [Disability Services](#) to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic

accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of [Saint Louis](#) University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., [prior experience](#), study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit the [Student Success Center](#) to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University [Writing Services](#) in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit the [Student Success Center](#) or call the Student Success Center at 314-977-3484.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

COURSE OUTLINE

- Jan. 17** Course Overview
- Jan. 19** Why Compare?
Basic concepts in comparative political analysis
Reading(s): Good Society, Ch. 1
- Jan. 24, 26** Defining concepts through the process of conceptualization and operationalization
Examples: Good Society, development, capabilities,
Reading(s): *Good Society*, Ch. 1
Handelman and Brynen Ch. 1 pp. 1-19
- Jan. 31, Feb. 2** Theoretical frameworks, Modernization and Dependency
What is a theory and what are the ingredients of a theory?
Theories
Criticisms
Reading(s): *Handelman and Brynen Ch. 1 pp, 19-31*
- Feb. 7** *YouTube by Noah Zerbe*
- Feb. 9, 14** Politics and Culture
A cultural approach to understanding development
Reading(s): *Good Society*, Ch. 4
Handelman and Brynen, Ch. 6 The Politics of Cultural Pluralism and Ethnic Conflict
- Feb. 16** Presentation and Discussion: Class will be divided in groups
Burtler, Anthony: South Africa's AIDs Policy, 1994-2004, How can it be explained? *African Affairs*,
Volume 104, Issue 417, October 2005, Pages 591–614, <https://doi.org/10.1093/afraf/adi036>
- Feb. 21** **Quiz 1 Students will get information in advance on coverage.**
- Feb. 23, 28** Institutions and development:
Democracy
Pay attention to the correlate of democracy
Presidential and Parliamentary Democracy: What are the distinctive features?
In-Depth: Mauritius – A Democratic Enigma
Reading(s): Good Society, Ch. 7

- Mar. 2** Comparative Political Analysis: Does Diversity Undermine Democracy?
Readings: *Good Society*, Ch.7p. 159
- Mar. 7** **Midterm Review**
- Mar. 9** **Midterm Examination**
- Mar. 14, 16** **Spring Break**
- Mar. 21, 23, 28** Authoritarianism
Why they intervene in politics
How they come to power and consolidation of power
Types of authoritarian regimes
How they perform in office compared with civilian governments
Readings: Handelman and Brynen Ch. 10 Soldiers and Politics
Good Society, Ch. 6
- Mar. 30** Galvao, Jane. *Brazil and Access to HIV/AIDS Drugs: A Question of Human Rights and Public Health*[Am J Public Health](#). 2005 July; 95(7): 1110–1116
- Apr. 4** Comparative Political Analysis: Why Do Elections Lead to Democratization in Some Authoritarian Regimes but Not Others?
Reading: *Good Society*, p; 137.
- Apr. 6** **Easter Break: No Classes**
- Apr. 11** **Quiz 2 Information about coverage will be given in advance**
- Apr. 13** **Guide to Writing a Reflection Paper**
- Apr. 18, 20** **Strategies to achieve economic development**
A view from Rwanda
Thomas M Magstadt, pp. 266 – 268 (Will be emailed to students)
Mingst & Co., pp. 292– 293
India and Nigeria as models of economic development
Reading(s): Thomas Magstadt, pp. 268 – 276 (Will be emailed to students)
- Apr. 25, 27** Obstacles to development
Reading(s): Thomas Magstadt, pp.276-290
- May 2** Questions on reflection paper
- May 4** **Finals Review**
- May 16** **Final Examination 12-1:50**