

POLS 1510

Politics of the Developing World

Fall 2022(Section: 1510-02)

Tuesday-Wednesday: 9:30-10-45 pm (In-person)

Dr. Post Basnet

Office: McGannon #124

Office Hours: Monday 1-4 p.m.

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Class: Tegeler Hall, Room # 102

Course Description:

Welcome! As we live in an increasingly interdependent world, it is important to understand the culture, politics, and history of other countries. Understanding each other may help us to avoid conflict and enhance cooperation in the world. The purpose of this course is to introduce students to the states of the non-Western World and their connection to the North. While human beings around the world may look similar, their societies are organized differently because of their historical experiences, availability of resources, institutions, culture, regional influences, and many other factors. Thus, the world is an incredibly diverse place and should be looked at from diverse perspectives. We will consider the existing rival theories that seek to explain the political, economic, and social aspects of these countries and examine the empirical facts to understand and explain the world. We will seek to understand the problems and current trends, how these problems may affect the people inside and outside their national borders and consider various solutions to these problems. As the non-Western world is also diverse, we will discuss some representative cases and issues. Upon completion of this course, students should be prepared for more advanced coursework in social sciences, for starting their own research, and for a life as an informed citizen.

Core curriculum learning outcomes:

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

POLS 1510 can meet the following core requirements:

Equity and Global Identities: Identities in Context

Equity and Global Identities: Global Interdependence

Equity and Global Identities: Dignity, Ethics, and a Just Society

Identities in Context:

Identities in Context is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes The Core SLO(s) that this component is intentionally designed to advance are:
SLO 5: Analyze how diverse identities influence their lives and the lives of others

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes Students who complete this course will be able to:
Examine the inter-relational qualities of identities and how identities are (re) constructed through experiences, power relations, and sociocultural contexts.
Explore why identity categories such as nationality, ethnicity, religion, gender, region, and class exist and how they affect human relationships at various levels.
Examine how people's identity and 'otherness' are contingent on social contexts and which in turn are affected by sociocultural contexts.

Global Interdependence

Global Interdependence is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes The Core SLO(s) that this component is intentionally designed to advance are:
SLO 6: Recognize transnational or global interdependence

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes Students who complete this course will be able to:
<ul style="list-style-type: none">• Examine the nature and processes of interdependence in the globalized world and its consequences• Examine political, social, and economic systems and understand their historical traditions as well as cultural practices from different theoretical perspectives• Examine how human lives, their cultures, and well-being affect – and are affected by -- factors and processes outside the borders of their countries• Examine how the globalization processes affect -- and are affected by -- interstate power relations• Examine just and unjust political systems around the world and how they affect human lives• Offer strategies to tackle challenges such as human rights violations, inequality, and poverty around the world• Demonstrate an awareness of the diversity in the world that helps promote effective engagement, both locally and globally

Dignity, Ethics, and a Just Society

Dignity, Ethics, and a Just Society is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes The Core SLO(s) that this component is intentionally designed to advance are:
SLO 1: Examine their actions and vocations in dialogue with the Catholic, Jesuit tradition
SLO 3: Assess evidence and draw reasoned conclusions
SLO 7: Evaluate the extent to which social systems influence equity and reflect innate human dignity

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes Students who complete this course will be able to:
Look at the diverse political systems and cultural-institutional practices to examine how they affect human life and dignity
Apply such ethical concepts such as human rights, democracy, equality, individual dignity, social justice, and sustainable development to evaluate the existing social systems and offer alternatives to promote them for the well-being of the people throughout the world.
Envision and articulate systemic social changes and other ways to promote flourishing, well-being, equity, justice, and the dignity of the human person
Demonstrate an understanding of contemporary social and ethical issues, and ways to participate in democratic society as informed and civically engaged citizens.

COURSE REQUIREMENTS and GRADING POLICY

Discussion Board Posts: Students are required to participate in the discussion of the topics we cover in the class. I will post a question on Canvas and students are required to respond to the question and to one of the posts from a classmate. An acceptable post will respond specifically to the prompt, will be written in at least five full sentences, and will be respectful. In addition, you must respond to at least one post from one of your classmates. Your response must engage the original post on a substantive level (not only “I agree” or “good point”), consist of at least three full sentences, and be respectful. Six posts will constitute 20% of your final grade. There will be a 5% per day penalty for late work.

Exams: There will be two exams that will constitute 50% of your final grade. The exams will have a mixture of questions to measure understanding of the topics covered in this course, including some multiple choice and some short answers.

A policy paper: Students will write a policy paper on a subject of their choosing. You can choose any country from the developing world. It should be 7-8 pages long and double spaced with a list of references. You need to follow a proper citation format. Please pick a topic as early as

possible. The paper will constitute 20% of your final grade. There will be a 5% per day penalty for late work.

Participation: Students are expected to finish the course readings before the class period for which they are assigned, attend class regularly, and participate actively in class discussion. I expect you to contribute to classroom discussions through questions and comments. Your attendance and participation are vital for the success of this course. Attendance and classroom participation will constitute 10% of your final grade.

Two exams: 50% (25% each)

Discussion Board: 20%

Policy Paper: 20%

Classroom Participation: 10%

Your final grades will be assigned that correspond to the following numeric scale:

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

CITATION FORMAT

For the policy paper, students are expected to follow the American Political Science Association (APSA) citation style guidelines.

A. How to cite authors in the text:

Use author's last name and date of the publication. Don't cite authors directly unless it is necessary. Summarize what these authors say and cite them.

Kalyvas (2006) demonstrates that civil war violence has much less to do with collective emotions, ideologies, and cultures than currently believed. Instead of being an effective counterinsurgency strategy, state repression may solve the collective action problem for the rebels and fuel a nascent insurgency (Mason and Krane, 1989).

B. Format for Reference list:

1. Book:

Waltz, K. N. 2001. *Man, the state, and war: A theoretical analysis*. Columbia University Press.

2. Article or Chapter in an Edited Book or Collection:

Diehl, Paul F. 2006. "Paths to Peacebuilding: The Transformation of Peace Operations," in Mason, T. David and James Meernik, eds. 2006. *Conflict Prevention and Peace-building in Post-War Societies: Sustaining the Peace*. London: Routledge

3. Journal Article:
Kydd, A. H. and B. F. Walter. 2006. "The Strategies of Terrorism" *International Security*, 31 (Summer): 49–80.
4. Newspaper article:
Sacramento Bee. 2004. "Eyes on Sudan: Victims of Racist Repression Need Help Now." 9 July.

Academic Integrity and Honesty:

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.

Disability Services Academic Accommodations:

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

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 harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. 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.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

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).

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 <https://www.slu.edu/life-at-slu/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 <https://www.slu.edu/life-at-slu/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.

Required textbook:

The required textbook is available for purchase at the Saint Louis University Bookstore in the Busch Student Center. The additional readings that are not in the textbook will be made available via Canvas.

Burnell, Peter, Lise Rakner and Vicky Randall. (2017). *Politics in the Developing World*. 5th Edition. New York: Oxford University Press

CLASS SCHEDULE AND READINGS

Week 1: Introduction to the Course

August 25

What do we mean by ‘developing world’ and why should we study it?

Required Reading: None

Welcome and Course Introduction

If the World Was only 100 People

<https://www.youtube.com/watch?v=A3nllBT9ACg>

Week 2: Historical Legacies

August 30- September 6

Did history play a role in shaping the current political world and domestic politics in the developing world?

Required Reading:

Burnell et. al. – chapter 2

Allen, Robert C. 2011. *Global Economic History: A Very Short Introduction*. Oxford University Press, (pp 1-26).

Week 3: Modernization Theory, its Critics, and Alternatives

Sept 8-13

What are the major approaches to the study of politics in the developing world? What explains development and underdevelopment?

Required Reading:

Burnell et. al. – chapter 1, 3

Huntington, S. P. (1965). Political development and political decay. *World politics*, 17(3), 386-430.

Week 4: States in the Developing World

Sept 15-20

Why are so many states in the developing world very weak and a few very strong? What explains this variation?

Required Reading:

Burnell et. al. – chapter 12

Taylor, B. D., and Botea, R. 2008. “Tilly Tally: War-making and State-making in the Contemporary Third World”. *International Studies Review*, 10(1), 27-56.

Herbst, J. 1990. “War and the State in Africa.” *International Security*, 14(4), 117-139.

Recommended:

Spruyt, H. 2007. “War, Trade, and State Formation.” In *The Oxford handbook of political science*.

Week 5: Civil Society and Social Movements

Sept 22-27

What is civil society and how does it impact regimes and governance practices in the developing world? Has the attempt by the west to promote democracy abroad through civil society and social movements worked?

Required Reading:

Burnell et. al. – chapter 9, 10, 11

Booth, J. A., and P.B Richard. 1998. “Civil Society, Political Capital, and Democratization in Central America.” *The Journal of Politics*, 60(3), 780-800.

Recommended:

Shah, S. 2008. *Civil Society in Uncivil Places: Soft State and Regime Change in Nepal*. Honolulu: East-West Center.

Week 6: Religion and Ethnicity

September 29-October 4

How do religion and ethnicity shape domestic politics? Why are they so salient in many non-Western countries?

Required Reading:

Burnell et. al. – chapter 7, 8

Wilkinson, S. 2006. *Votes and Violence: Electoral Competition and Ethnic Riots in India*. Cambridge University Press. (pp. 1-18)

Recommended:

Vaishnav, M. 2019. *The BJP in Power: Indian Democracy and Religious Nationalism*. Washington, DC: Carnegie Endowment for International Peace. (pp. 5-22)

October 6-11

Week 7: Security and Violence

Why are some countries devastated by political violence and others are not? How does political violence impact international security and what can we do to prevent it? Why should we care about human rights in other countries?

Required Reading:

Burnell et. al. – chapter 13, 18, 21

Mason, T. David. 2003 “Structures of Ethnic Conflict: Revolution versus Secession in Rwanda and Sri Lanka.” *Terrorism and Political Violence* 15 (3): 83-114

Recommended:

Kalyvas, S. N., & Balcells, L. 2010. “International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict.” *American Political Science Review*, 104(3), 415-429.

Week 8: Exam

October 13-18

Oct 13: Review for Exam #1

October 18: Exam#1

Week 9: Democratization

Oct 20-25

What is democracy and why should it matter? What explains why some non-Western countries are democracies and some autocracies?

Required Reading:

Burnell et. al. – chapter 14

Sen, A. 2017. “Democracy as a Universal Value.” In *Applied Ethics* (pp. 107-117). Routledge.

Jaffrelot, C. 2002. “India and Pakistan: Interpreting the Divergence of Two Political Trajectories.” *Cambridge Review of International Affairs*, 15(2), 251-267.

Recommended:

Goldstone, Jack A. 2011. “Cross-Class Coalitions and the Making of the Arab Revolts of 2011.” *Swiss Political Science Review* 17(4):457-462.

Fall Break.

Week 10: Challenges to Governance

Nov 1-3

Government is expected to create opportunities for all and be transparent in its financial dealings. Good governance has also been a condition for receiving foreign aid from bilateral governments and multilateral institutions. Yet, many countries are highly corrupt. Why is this so?

Required Reading:

Burnell et. al. – chapter 15

Orjuela, C. 2014. "Corruption and Identity Politics in Divided Societies." *Third World Quarterly*, 35(5), 753-769.

Chandra, K. (2013). "Patronage, Democracy, and Ethnic Politics in India." In *Clientelism, social policy and the quality of democracy*, ed, Brun, D. A., and L. Diamond.

Week 11: Political Parties and Democracy

Nov 8-10

Political parties historically played important roles in democratization and state-building in the west. How are political parties in the developing world faring?

Required Reading:

Ishiyama, J. 2021. Political Parties and Democratization. In *Oxford Research Encyclopedia of Politics*.

Evolution of the Chinese Communist Party at [The Evolution of China's Communist Party, 90 Years in the Making - China Briefing News \(china-briefing.com\)](https://china-briefing.com)

Tudor, Maya. 2013 *The promise of power: The origins of democracy in India and autocracy in Pakistan*. Cambridge University Press, (pp 1-39)

Week 12: Developing Countries in the Global Economy

Nov 15-17

Have the developing countries benefitted from the integrated global economy? If yes, how and how much? What needs to be done?

Required Reading:

Burnell et. al. – chapter 4, 6, 16, 24

Recommended:

Milanovic, Branko. 2012. "Global Income Inequality in Numbers: in History and Now--An Overview." *World Bank Working paper 6259, November*.

Rodrik, D. 2014. "The Past, Present, and Future of Economic Growth. *Challenge*, 57(3), 5-39.

Week 13: Developing World in International Politics

Nov 22-29

How does the international system create opportunities and constraints for developing countries? How have they responded? Has it been changing?

Required Reading:

Burnell et. al. – chapter 5, 6

Tooze, A. 2020. "Whose Century?" *LRB*, 42(15), pp.1-9.

<https://www.lrb.co.uk/the-paper/v42/n15/adam-tooze/whose-century>

POLICY PAPER DUE ON THURSDAY, NOVEMBER 29 at 11:59pm.

Week 14: Emerging Economies and South-South Cooperation

Dec 1 to Dec 6

Required Reading:

Burnell et. al. – chapter 29, 30

Nayyar, D. 2016. “BRICS, Developing Countries and Global Governance.” *Third World Quarterly*, 37(4), 575-591.

Acharya, A., 2017. “After Liberal Hegemony: The Advent of a Multiplex World Order.” *Ethics & international affairs*, 31(3), pp.271-285.

December 8: Exam #2

December 8: Review for Exam #2

December 13- Exam #2