

**Political Science 541**  
**Politics in the Developing World**  
**Winter 2006**

Tuesdays and Thursdays 11:30-1:18pm  
Caldwell Lab. 220

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Office hours: Tuesdays 2pm-4pm  
and by appointment

The “developing world” is a label applied to about 85 percent of the world’s 191 countries, a hugely diverse group in at least five of the world’s regions (depending on how many total regions you think there are). This course will focus on the following broad questions:

- *What is “developing” in the developing world?*
- *How are politics ‘done’ in the developing world?*
- *What are the major political issues in developing countries?*

To this end, the course is organized around four topics:

- Democratization and Institutional Choices
- The “Normalization” of Politics: what are the political issues and how are particular policies pursued?
- Political Issue Case Study: Domestic Struggles over Economic Reforms & Development
- Political Issue Case Study: AIDS and Other Diseases

Obviously these topics do not exhaust the complex and numerous political issues of the developing world, nor will the course cover the particulars of every, or even most, developing countries. Instead, the course will walk a meandering (but hopefully illuminating) line between studying events and conditions in particular countries and regions, and seeking generalized conclusions that increase our knowledge about many cases. Because of this, memorizing specific details in each reading assignment is less important than understanding the argument(s) being made, thinking about whether the evidence presented in support of the argument(s) is convincing, and judging how applicable the conclusions reached are to particular cases with which you may be familiar. *You are strongly encouraged to contribute your knowledge about particular cases to the class’s discussions.*

The course should further the development of students’ analytical skills, ability to evaluate arguments and evidence, and capability to express sound ideas and arguments effectively.

**Texts**

There is one book to purchase for this course:

Howard Handelman. 2005. *The Challenge of Third World Development*. 4<sup>th</sup> ed.  
(Prentice Hall).

Other reading assignments can be found online. Instructions for accessing them are given in the “Accessing Reading Assignments” section later in this syllabus.

### Assignments and Grades

Six reaction papers (approx. 1.6% each)	10%	<b>Due during Weeks 2, 3, 5, 6, 8, 10</b>
Two in-class midterms	20% each	<b>January 26</b> <b>February 16</b>
Research paper	30%	<b>Due March 2</b>
Final Quiz (format TBD)	15%	<b>March 16</b>
Participation, including having a research question and prospective sources approved in a timely manner ( <b>due February 14</b> ).	5%	

Participation is a vital aspect of the educational process (and the political process). Therefore, it is essential that you attend class and are engaged in the discussion. It is imperative that all members of the class are treated with respect.

It is likely that the class discussion will make reference to many events and countries. If something is mentioned about which you are not familiar, ASK QUESTIONS!! Asking a question is not a burden, but rather an indication that one is actively seeking to increase knowledge and understanding.

Class sessions will complement, not substitute for, the reading assignments, with the class material often building on the reading. Therefore it is very important that you keep up with the reading. If I suspect reading assignments are not being completed successfully, I may institute unannounced quizzes, reading presentations, or other such assignments; the grades for this work would be incorporated into the participation grade.

Reaction papers: For one class during each of six weeks in the quarter, you will turn in a reaction paper of *no more than one page double-spaced* to the readings *for that day*. These reaction papers can take the form of discussion of the material, questions about what is unclear, disagreement with the conclusions reached – anything that shows that you have read and thought. You should specify to which reading(s) you refer. These will be graded for completion only. These papers will be *not* be accepted late and there will be *no* make-ups. If you will miss both classes during a particular week, email me your paper. The weeks that a reaction paper is due are marked with asterisks (\*) in the reading schedule and are as follows:

Week 2	January 10 <b>or</b> 12
Week 3	January 17 <b>or</b> 19
Week 5	January 31 <b>or</b> February 2
Week 6	February 7 <b>or</b> 9
Week 8	February 21 <b>or</b> 23
Week 10	March 7 <b>or</b> 9

Midterms: There will be two in-class, non-cumulative midterms. These will include multiple choice, short answer identification, and essay questions.

Research Paper: You will write a 10-15 page research paper about an aspect of politics in the developing world. The paper should be analytical, not merely descriptive. You must have a research question and prospective sources approved; these should be submitted no later than February 14. The research paper will be discussed more extensively in class.

Final Quiz: There will be a non-cumulative final quiz. The format of the final is to be determined; it will be either entirely in-class, or will consist of both in-class and take-home portions.

*All work turned in for this class should be done for this class and none other. (If you want to build on previous work for your research paper, talk to me about how to do this in a manner that is sufficient to meet the course requirements.)*

### **Attendance and Late Work Policies**

If you do not attend class, it will be very difficult for you to participate and earn that portion of your grade. If your final grade is borderline, very good attendance and participation may benefit you (i.e., if you have attended and participated constructively and consistently, you are likely to earn the higher grade). Appointments should be made outside of class time. If you miss class, copy notes from someone else in the class, and then see me to talk about anything that remains unclear.

Missed in-class exams: You need to make **EVERY** effort to take the exam with the class. If you absolutely must miss an exam, inform me **AS SOON AS POSSIBLE**. If you know about a conflict before the exam day, I also need to know about it before so that we can agree to alternate arrangements. I will want to see documentation of the reason (letter from your student group advisor, wedding invitation, etc). If you miss an exam due to an emergency, get in touch with me as soon as you can. Again, I will want to see documentation of the reason (doctor's note, accident report, etc). *You are required to make up the exam promptly.*

Late papers and take-home exams: Again, you need to make every effort to turn in papers on time, as otherwise it simply is not fair both to those who meet deadlines and to me in my efforts to grade assignments in a timely manner. For every day a paper is late (including weekends – **EMAIL ME THE PAPER IF YOU MUST**), 2/3 of a grade (so from an A- to a B, for example) will be deducted from the assignment. If you email a paper to me, *I will send a confirmation email that I received it*. If you do not receive such an email, assume that I do not have your paper. If you turn in a paper to my mailbox in Derby Hall *after* the time it was due, *ask one of the office staff to note on it what time it was turned in*. Sometimes emergencies intervene at the last minute and prevent you from turning in a paper. If this happens, let me know immediately; I will probably want to see proof of significant quantities of work already done and documentation of the reason for the delay, but we may be able to agree to a mutually acceptable new deadline.

***My bottom line on attendance and late work: be reasonable, keep me informed, work hard, and I'm likely to be flexible.***

### **Academic Honesty**

Academic dishonesty will not be tolerated. Any instances of cheating will be handled according to University policy and referred to the University's Committee on Academic Misconduct. If you are unsure of how to avoid plagiarism (particularly, for example, how to cite references correctly), please ask. Further information about citations will also be distributed later in the quarter. Your education (i.e., what you are spending all this time, effort, and money on, and what I am spending all this time, effort, and... nevermind...) will not happen unless the work you turn in is yours and yours alone.

### **Disability Accommodations**

I am committed to providing reasonable accommodations to students with documented disabilities. The Office for Disability Services (614-292-3307, in 150 Pomerene Hall) coordinates such accommodations. Please speak with me as soon as possible so that we can make appropriate arrangements.

### **Email**

I ask that you provide me with an email address that you check regularly, so that I can contact you between classes when necessary. Please remove my email address from any spam filter you may be using.

If you send me an email, please put the course number in the subject line. Because of computer viruses, if I do not recognize the source of an email, I DELETE IT UNOPENED. Sometimes simply replying to my political science email address (@polisci.sbs.ohio-state.edu) is problematic; it is much safer to send emails to [langfield.1@osu.edu](mailto:langfield.1@osu.edu).

### **Accessing Reading Assignments**

All readings not in the Handelman book are available online. You need access to a computer able to read Adobe Acrobat PDF files. Unless a URL is given in the syllabus for a particular reading, the reading is available through the library's E-Reserves.

#### Accessing E-Reserves:

Go to [library.osu.edu](http://library.osu.edu).

Under "Quicklinks" on the left side, click on "Reserves by Professor" and enter "Langfield"

Click on the 541 course listing.

Click on the reading you want.

Enter your name (first name is sufficient) and university ID number, and click SUBMIT.

To print, be sure to choose "print as image" from the Adobe Acrobat toolbar, not the browser toolbar.

If you have problems, contact me, or the E-reserves Office at 292-6448 or [liberes@osu.edu](mailto:liberes@osu.edu).

Complete instructions can be found at <http://reserves.lib.ohio-state.edu/current/Eres/eres2001.html#TYPES>

I reserve the right to make changes to this syllabus if needed as the quarter progresses.

## Reading Assignments

Reading assignments should be completed *before* the class for which they are listed.

In addition to the course material, keeping apprised of current events is likely to benefit your understanding of class discussions. Reading mainstream news sources daily is essential to comprehending international politics. Examples of such sources include the BBC, *The New York Times*, *The International Herald Tribune*, or a weekly magazine such as the *Economist*. Most such sources are available for free online, although some require registration. A handout listing a selection of online news sources will be provided separately.

A note about the optional readings: Some of them are what I will draw on for my lecture that day. If you miss class or if you want another source from which to review the material covered in class, these readings may be a good place to start. Other optional readings are simply what I would have included in the required reading, if we lived in an ideal world with infinite quantities of time.

The following resources could be useful for reference throughout the course:

Maps of world regions available at the CIA's World Factbook:

<http://www.cia.gov/cia/publications/factbook/docs/refmaps.html>

Country profiles and timelines of major events available at BBC:

[http://news.bbc.co.uk/2/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/2/hi/country_profiles/default.stm)

Wiarda. 2004. *Political Development in Emerging Nations: Is There Still a Third World?* (Thomson). "Table 1.1: Key Indicators of Development" and "Table 1.2: Key Indicators for Other Economies." pp. 4-15.

William Tordoff. 2002. *Government and Politics in Africa*. Fourth Ed. "Changes in Country Names." Pp. xvi-xvii.

\* Asterisk indicates a reaction paper is due that week.

## Reading Schedule

### Week 1

#### January 3

#### *Introductions*

*What is the "developing world"?*

- *Where?*
- *What's "developing"?* (*Economics, politics...*)

Optional reading:

Handelman Ch. 1, pp. 1-11 only

## January 5

*What are the major factors that explain conditions and politics in the developing world?  
Failed states – how do they happen?*

- Jared Diamond. 1999. *Guns, Germs, and Steel: The Fates of Human Societies*.  
“Prologue: Yali’s Question: The regionally differing courses of history.” Pp. 13-26.
- Jared Diamond. 2004. *Collapse: How Societies Choose to Fail or Succeed*. Chapter 11:  
“One Island, Two Peoples, Two Histories: The Dominican Republic and Haiti.”  
Pp. 329-357.

In class video: *Unfinished Country* (Wide Angle episode on Haiti)

## **\*Week 2**

### January 10

*Revolution and democratization*

*Legacies of colonialism and previous regime*

Handelman Ch. 8 (pp. 198-219) and Ch. 9 (pp. 231-237, 245-249 only)

Optional readings:

Linz & Stepan. *Problems of Democratic Transition and Consolidation: Southern Europe, South America and Post-communist Europe*. 1996. Ch. 3: “Modern Nondemocratic Regimes.” pp. 38-54. and Ch. 4: “Implications of Prior Regime Type.” pp. 55-65.

Biyi Bandele. “Africans on Africa: Colonialism.” BBC. July 5, 2005.

<http://news.bbc.co.uk/1/hi/world/africa/4653125.stm>

Optional movie: *Gandhi* (1982)

### January 12

*Democratization and economic development*

Handelman Ch. 1 (pp. 22-41)

Lydia Polgreen. “Chad Backs Out of Pledge to Use Oil Wealth to Reduce Poverty.” *The New York Times*. Dec. 13, 2005.

Optional reading: Michael Lewin Ross. 2001. “Does Oil Hinder Democracy?” *World Politics*. (53:3), pp. 332-337 ONLY.

### **\*Week 3**

January 17

*Democratization*

*What group(s) are involved in processes of democratization?*

*What are the relative roles of masses and elites?*

*What has been the role of unions?*

Huntington. *The Third Wave: Democratization in the Late Twentieth Century*. 1991. pp. 114, 121-124.

Bellin. 2000. "Contingent Democrats: Industrialists, Labor, and Democratization in Late-Developing Countries." *World Politics*. (52:2), pp. 175-205.

January 19

*Democratization, Democratic Consolidation, and Regime Types:*

*Is this democracy?*

*Might there be culturally-determined alternative forms of democracy?*

Fareed Zakaria. 1997. "The Rise of Illiberal Democracy." *Foreign Affairs*. Vol. 76 (No. 6).

Optional reading:

Thomas Carothers. 2002. "The End of the Transition Paradigm." *Journal of Democracy*. (13:1, January), pp. 5-21.

Rafael Marquez. "Africans on Africa: Governance." BBC. July 6, 2005.  
<http://news.bbc.co.uk/1/hi/world/africa/4655723.stm>

### **Week 4**

January 24

*Ethnic Conflict – What Causes It?*

*Catch-Up/Review session – Bring Questions.*

Jared Diamond. 2004. *Collapse: How Societies Choose to Fail or Succeed*. Ch.: "Malthus in Africa: Rwanda's Genocide." Pp. 311-328.

In class video: first half of *Frontline's Ghosts of Rwanda*

January 26

**MIDTERM #1**

**\*Week 5**

January 31

*Ethnic conflict and representation*

What is “ethnicity”? What is “representation”?

What institutional designs may prevent ethnic conflict?

What institutional designs may increase political representation for socio-political groups?

Handelman Ch. 4 (pp. 76-106), Ch. 5 (pp. 123-137 only)

“Burundi and Rwanda: Two paths out of hatred.” *Economist*. August 27, 2005. Pp. 39-40.

In class video: second half of *Ghosts of Rwanda*

February 2

*‘Normalization’ of politics: Political Parties and their Issues*

William Tordoff. 2002. *Government and Politics in Africa*. Fourth Ed. Ch. 5: “Political Parties.” Pp. 109-137.

**\*Week 6**

February 7

*‘Normalization’ of politics: Political Parties and their Issues*

Deborah L. Norden. 1998. “Party Relations and Democracy in Latin America.” *Party Politics*. (4:4), pp. 423-443.

February 9

*‘Normalization’ of politics: Rural Politics & Agrarian Reform*

Handelman Ch. 6 (pp. 148-166)

**Week 7**

February 14 – **RESEARCH QUESTION & PRELIMINARY SOURCES DUE**

*‘Normalization’ of politics: Urbanization*

Handelman Ch. 7 (pp. 170-193)

February 16

**MIDTERM #2**

Friday, February 17: last day to drop a class

**\*Week 8**

February 21

*Development – strategies and debates*  
*Aid, Debt Relief, Etc*

Handelman Ch. 10 (pp. 253-283)

“The \$25 billion question.” *Economist*. July 2, 2005. pp. 24-26.

Optional readings:

Hecht, Batson, and Brenzel. 2004. “Making Health Care Accountable.” *Finance & Development*. (IMF) March, pp. 16-19.

<http://www.imf.org/external/pubs/ft/fandd/2004/03/pdf/hecht.pdf>

Andrew Mwenda. “Africans on Africa: Debt.” BBC. July 7, 2005.

<http://news.bbc.co.uk/1/hi/world/africa/4657139.stm>

February 23

*Development – Democracy, Public Opinion, and Economic Reforms: What Do People Want?*

Bratton, Mattes, and Gyimah-Boadi. 2005. *Public Opinion, Democracy, and Market Reform in Africa*. (Cambridge), pp. 19-26, 97-129.

**Week 9**

February 28

*Development – Democracy, Public Opinion, and Economic Reforms: What Do People Want?*

“Democracy’s ten-year rut.” *Economist*. October 29, 2005. pp. 39-40.

Juan Forero. “Latin America Looks Leftward Again.” *The New York Times*. Dec. 18, 2005.

Optional readings:

“Arequipa’s anger, Peru’s problem.” *Economist*. June 20, 2002.

David Rieff. “Che’s Second Coming?” *The New York Times*. Nov. 20, 2005

**March 2 – RESEARCH PAPER DUE**

*HIV/AIDS & other diseases*

*Where, when, why?*

*Domestic politics of inaction*

Virginia van der Vliet. 2001. "AIDS: Losing "The New Struggle"?" *Daedalus*. (130:1, Winter), pp. 151-184.

In class movie: *Yesterday*

Optional readings:

Look at the maps available at the BBC, at the links "Global disease" and "HIV-impact: Region-by-region." Both of these links are in the middle of the page at the top.

[http://news.bbc.co.uk/2/hi/in\\_depth/health/2005/aids\\_crisis/default.stm](http://news.bbc.co.uk/2/hi/in_depth/health/2005/aids_crisis/default.stm)

*Economist*. "AIDS in India: Abating, or exploding?" April 15, 2004.

**\*Week 10**

**March 7**

*HIV/AIDS & other diseases*

*economic and security consequences*

*domestic policies – prevention and treatment*

Barnett, Tony, and Alan Whiteside. 2002. *AIDS in the Twenty-First Century*. (New York: Palgrave Macmillan.) Pages TBD.

Laurie Garrett. 2005. "The Lessons of HIV/AIDS." *Foreign Affairs*. (July/Aug).

Possible in class video: *Rx for Survival – Thailand and/or Botswana segments*

Optional readings:

[www.theglobalfund.org/en](http://www.theglobalfund.org/en)

[www.unaids.org](http://www.unaids.org)

Will Ross. "Uganda turns back the AIDS tide." BBC. Dec. 2, 2003.  
[news.bbc.co.uk/1/hi/world/Africa/3240021.stm](http://news.bbc.co.uk/1/hi/world/Africa/3240021.stm)

March 9

*HIV/AIDS and other diseases – international politics and policies:  
prevention vs treatment, patents & drug costs, ABC or AB, conditionality*

Read these two articles on pharmaceutical drug patents, costs, and trade agreements:

Tina Rosenberg. “Look at Brazil.” *The New York Times*. Jan. 28, 2001.

Arvind Subramanian. 2004. “Medicines, Patents, and TRIPS.” *Finance & Development*. (IMF). (March), pp. 22-25.

<http://www.imf.org/external/pubs/ft/fandd/2004/03/pdf/subraman.pdf>

**OR** read these three articles about recent US policies and aid:

Holly Burkhalter. 2004. “The Politics of AIDS: Engaging Conservative Activists.” *Foreign Affairs*. (Jan/Feb).

Deborah Sontag. “Early Tests for U.S in Its Global Fight on AIDS.” *The New York Times*. July 14, 2004.

Kingsley Chiedu Moghalu. “Africa’s Condom Conundrum: Fighting HIV in Africa.” *allAfrica.com*. Dec. 1, 2005. <http://allafrica.com/stories/200512010200.html>

Possible in-class: *West Wing* episode “In this White House”

Optional movie: *And the Band Played On* (1993). (For an overview of how HIV/AIDS was first discovered and identified, and the US governmental and political reaction in the 1980s.)

**Finals Week**

Final quiz: Thursday, March 16, 11:30am-1:20pm