

POLITICS OF THE DEVELOPING WORLD

POLS 1510

Fall 2022
Tues/Thur: 9:30am-10:45am
McGannon #262

Professor- J.D. Bowen
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Office hours- Tuesday and Thursday, 11:00am-12:30pm

*I am in my office quite a bit, so it shouldn't be difficult to find me outside of my office hours.
The easiest way to make an appointment is via email.

Course Description and Objectives:

Welcome! I hope this is a fun and interesting class. This course explores the political process at work in non-Western countries. We ask questions about why certain countries experience revolution, economic development, religious fundamentalism, stable democracy, ethnic conflict, famine, or effective judicial systems, among many topics. At an intuitive (and biological) level we know that there is something that makes the human inhabitants of the planet remarkably similar to one another. But at second glance, we are also incredibly diverse. In this class we will ponder this basic question of similarity and difference, and ask the following question: how do these similarities and differences impact the ways societies are governed?

The questions and problems we will be discussing in the course are both empirical (i.e., How is country X governed? Why is the US rich and Cambodia poor?) and normative (i.e., What is a just social order? Should human rights or environmental concerns take precedence over concerns about sovereignty and/or economic development?) My hope is that you leave this course with a solid grounding in the major concepts and theories that we use to understand politics in the developing world, a greater understanding of the various countries and political systems that we will study throughout the course of the semester, and an ability to interact with the world beyond the US's borders in an informed and responsible manner.

Required texts:

All required texts are available for purchase at the Saint Louis University Bookstore in the Busch Student Center. There are a small number of readings that are not in any of the assigned books. I will send these to you via email and they will be posted on Canvas.

The required books for the course are:

Handelman, Howard and Rex Brynen. 2019. *Challenges of the Developing World*. Lanham, MD: Rowman & Littlefield.

Mações, Bruno. 2018. *Belt and Road: A Chinese World Order*. London: Hurst & Company.

Course requirements and grading:

Exam #1: 30% of final grade

This exam will be given in class on October 20th and will consist of short answer and essay questions.

Exam #2: 30% of final grade

This exam will be similar in format to the first exam and cover material primarily from the 2nd half of the semester. It will be given on the last day of regular classes (December 8th).

Policy paper (3-4 pages): 30% of final grade

These papers are an opportunity to use the concepts and skills developed in the course to analyze important current political and/or economic issues in the developing world. Students should have their topics approved by the professor well in advance. I will email all students guidelines for this assignment during the 2nd week of class. I will hold individual and group meetings with students to brainstorm topics and ideas during October and November. The full paper is due on December 16th.

Class participation: 10% of final grade

Your attendance and active participation are vital to the success of this course. Different students participate in different ways. At a minimum, students should come to class on time having read and thought about the assigned readings for that class. I expect that all students will make a contribution to class discussions through comments, questions, criticisms, and analysis of the assigned readings. In assigning grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to their comments/questions are not at an advantage compared to the student who offers occasional but insightful analysis and questions).

Final letter 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		

Additional resources:

In addition to the required readings, there is a wealth of additional material that you may wish to consult throughout the semester (for your research paper, for example) or in the future. Below is a partial list of resources that you may find useful. Most (if not all) of these can be accessed through the library's e-journals website. I have broken them down by region for convenience.

*US/UK Newspapers and magazines with generally good coverage of the developing world:

New York Times
Washington Post

The Economist
Foreign Policy
Foreign Affairs

*Political Science journals and news magazines that regularly cover the developing world:

Comparative Politics
Current History
Foreign Affairs
Foreign Policy
Journal of Democracy
World Politics

*Latin America:

Journal of Latin American Studies
Latin American Politics and Society
Latin American Research Review
NACLA Report on the Americas

*Eastern Europe and the former Soviet Union:

Post-Soviet Politics
Slavic Review
Demokratizatsiya

*Africa:

Journal of Modern African Studies
Journal of Asian and African Politics
Journal of African Economics
Africa Today
Africa Confidential

*Middle East:

Middle East Journal
Middle East Policy
International Journal of Middle Eastern Studies
Harvard Middle Eastern and Islamic Review

*Asia:

Asian Survey
Journal of Asian Studies
China Quarterly

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 through which SLU fulfills 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 full University-level Academic Integrity Policy can be found 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 its own academic integrity policies, available on their respective websites.

Disability 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 Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@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 Disability Services 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 Disability Services. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

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 <https://www.lighthouse-services.com/StandardCustomURL/LHILandingPage.asp>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information on the following web address: <https://www.slu.edu/here4you>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

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).

Mandatory Syllabus Statement on In-Person Class Attendance and Participation (until further notice):

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.

Class schedule: (Note: Students should have completed all assigned readings by the date noted on the syllabus)

August 25th- Introduction and syllabus

August 30th- The big questions: What is a good society?

*Draper, Alan and Ansil Ramsay. 2016. "Comparative Politics and the Good Society," in *The Good Society: An Introduction to Comparative Politics*. Hoboken, NJ: Pearson, pp. 1-25.

September 1st- What are "development" and "underdevelopment"?

**Challenges of the Developing World*, Ch. 1.

September 8th- The things we take for granted: States and state-building in history and theory.

*Brick Murtazashvili. 2021. "The Endurance and Evolution of Afghan Customary Governance," *Current History*, Vol. 120, No. 825, pp. 140-145.

September 13th- Understanding political economy

**Challenges of the Developing World*, Ch. 2.

September 15th- History of political economy in developing countries

*Reading TBD

September 20th- Making hard choices: Political economy in the real world

*Piscopo, Jennifer and Peter Siavelis. 2021. "Chile's Constitutional Moment," *Current History*, Vol. 120, No. 823, pp. 43-49.

September 22nd- What is democracy and how is it built?

**Challenges of the Developing World*, Ch. 3.

September 27th- Case studies in the challenge of building democracy

*Reading TBD

September 29th- The challenge of corruption

**Challenges of the Developing World*, Ch. 4.

October 4th- Religion and politics in developing countries
**Challenges of the Developing World*, Ch. 5

October 6th- The impact of cultural difference
**Challenges of the Developing World*, Ch. 6

October 11th- Gender and politics
**Challenges of the Developing World*, Ch. 7

October 13th- The rural-urban divide in developing countries
**Challenges of the Developing World*, Ch. 8

October 18th- Review for Exam #1

October 20th- Exam #1

October 25th- NO CLASS

November 1st- Revolutions and revolutionary movements
**Challenges of the Developing World*, Ch. 9

November 3rd- The political role of the armed forces
**Challenges of the Developing World*, Ch. 10

November 8th- Case studies of military politics
*Chambers, Paul. 2021. "Khaki Capital and Coups in Thailand and Myanmar," *Current History*, Vol. 120, No. 827, pp. 221-226.

November 10th- Public policy challenges in developing countries #3
*Readings TBD

November 15th- Public policy challenges in developing countries #4
*Readings TBD

November 17th- China: From empire to basket case to global powerhouse

*Pei, Mixin. 2020. "China: From Tiananmen to Neo-Stalinism," *Journal of Democracy*, 31:1 (pp. 148-157).

**Belt and Road*, Introduction (pp. 1-8)

November 22nd- China as an emerging global power

**Belt and Road*, Chs. 1-2 (pp. 9-72)

November 29th- The economic logic and consequences of BRI

**Belt and Road*, Ch. 3 (pp. 73-104)

December 1st- The political consequences of China as a world power

**Belt and Road*, Chs. 4-5 (pp. 105- 194)

December 6th- Review for Exam #2

December 8th- Exam #2

**POLICY PAPER DUE ON FRIDAY, DECEMBER 16th by 10:00am via email
(james.bowen@slu.edu)**