Politics of Developing Nations  
Spring Semester 2017

Global and Area Studies Program  
Professor Thomas Seitz  
INST/POLS 4255/5255-01  
Office: 207 Cheney International Center  
Tues & Thurs 1:20 – 2:35pm  
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Thurs. 10:00am-11:00pm  
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I. General Course Description

This course will explore political challenges facing developing nations in the post-Cold War era. A question of particular interest to the course will focus upon *legacy vs agency*: specifically, how have the legacies of colonialism and the Cold War shaped and/or constrained economic and political development in the less developed world, as well as how -- and how much -- have developing countries exhibited their own agency in challenging or moving beyond these constraints? Students will explore these issues through primary source documents as well as theoretical treatments and relevant case studies. Additionally, students have the opportunity to apply these questions to an issue area or case study in a project of their own.

II. Course Objectives

A. To familiarize students with the challenges to governance in less developed countries, particularly those challenges embodied in legacies of colonialism and the Cold War.

B. To examine key theoretical debates in the field of analyzing the politics of developing nations, and to apply these to current and historical cases.

C. To encourage critical exploration of these ideas in essays and class discussions.

D. To develop students’ research and essay writing skills.

III. Course Requirements
This is a challenging course involving a significant amount of reading, often professional-level reading. The subject is particularly near and dear to the instructor's heart. Accordingly, those with a serious interest in this subject can learn a great deal through reading and discussion of the advanced material that has been selected. However, this is not a course in which one can succeed without doing the assigned readings.

Students will be expected to do a good deal of reading and come to class prepared to discuss these readings. In addition to class discussions, students will demonstrate mastery of the course materials and key concepts in short, weekly papers and in examinations. Students must also formulate at least one discussion question on the current week's readings and bring these questions to each session. Weekly short papers are due by the start of class Tuesday of the week for which they are assigned.

1. Attendance, Essays and Reading Papers-- All students are expected to attend class, to complete the assigned reading on time, and to present their weekly research in brief, reading papers and through short essays. If you miss a class for any reason (including illness), you are still required to submit the written assignment for the class that you missed. Be advised that exams draw substantially from material presented in lectures, not just from the assigned readings. Reading papers will be described in a separate handout. (50 percent of final grade.)

2. Mid-term examination (take-home) consisting of identifications and short essays (20 percent of final grade).

3. Final exam OR project. Undergraduates have the option of completing a (take home) final exam OR a seven to ten page briefing paper on a topic to be agreed in advance with the instructor. (30 percent of final grade.) Details of this assignment will be covered in a separate handout.

   Graduate students MUST write a ten to fifteen page paper, ideally -- but not necessarily -- relevant to their eventual thesis project. All papers and take home final exams are due Thursday, May 11th at 3pm MDT, and must be submitted through WyoCourses.

   The instructor also reserves the right to make any changes necessary in reading assignments or this syllabus if necessary. Such changes will be kept to a minimum, and students will be notified of these in writing.

IV. Required Materials

There is no textbook for this course.

There is a strongly recommended book: William Strunk, Jr. and E.B. White, The Elements of Style, (3rd edition or later.). Boston: Allyn & Bacon, 1995 (or later, in which case the publisher would be Pearson). This is a $5 book with used copies available.
for much less. It will help you write essays for this course, and can help you all your lives as you move into your careers in almost any field.

All assigned readings will be made available electronically via WyoCourses and/or e-mailed to the class.

V. Grading Scale

This course will not use plus/minus grades. Grades are scored as follows:

A = 90-100;  
B = 80-89;  
C = 70-79;  
D = 60-69;  
F = 59 and below.

VI. Weekly Topics

January 24, 26: Key concepts, key debates. [Readings: Sen; Tsopanakis "What is Development and Why Even Bother".]

Jan. 31, Feb. 02: Motivations to empire. [Readings: Pagden; Packenham; Kipling ("The White Man's Burden").]

Essay 1 (150-300 words): Compare and contrast Pagden and Packenham and the respective phases of imperialism they describe.

February 7, 9: Post-colonial inheritance I -- industry and infrastructure. [Readings: Young; Anderson.]

Reading paper 1: Contrast Young and Anderson.

February 14, 16: Post-colonial inheritance II -- borders, nationalism, separatism, irredentism. [Readings: Tarling; Christie.]

Reading Paper 2: Compare and contrast Christie and Tarling.

February 21, 23: Post-colonial inheritance III and moving on. [Readings: Williams, "Policy Lessons Lost".]

Reading Paper 3: Williams.

Feb. 28, Mar. 2: Nation-building begins at home. [Readings: Scott; Tilley; Giddens; Jackson's "The Lottery" short story.]

Essay 2 (300-450 words): Put yourself in the place of a leader of a newly-independent state. Are traditions an asset or an obstacle in building your new nation? Draw on all of the readings to make your case.

Mid-term exam (take home) distributed March 2nd.
March 7, 9: Nation-building by external actors I. [Readings: Hinnebusch; Kolko; IDA and USOIDP declassified documents.]

Essay 3: Contrast Kolko’s and Hinnebusch’s arguments with the USOIDP and IDA documents.

Mid-term exam must be submitted via WyoCourses by 11:59 (Mountain Time) Thursday night, 9 March.

March 14, 16: No Class -- Spring Break.


Essay 4: what are the links between development abroad and security at the donors'/intervenors' homes?

March 28, 30: Praetorianism. [Readings: Diamond; Ozbudun; Samadavanija.]

Reading paper 4: Contrast these three, related readings.

April 4, 6: Development and Democracy I. [Readings: Diamond, Linz & Lipset; Liddle.]

Essay 5 (500 words): What is the use of a 'fictional' democracy?

April 11, 13: Development and Democracy II -- Liberalism and contrasting approaches. [Readings: Sachs; Ferraro; Clark & Roy I.]

Essay 6 (500-750 words): Briefly compare and contrast neo-classical, modernization and dependency approaches to development.

April 18, 20: Developing World Development Initiatives. [Readings: Lee; Clark & Roy II.]

Essay 7 (500-750 Words): Analyze Lee's perspectives using Clark & Roy's argument.

April 25, 27: Delivering the Goods -- Dependency theory revisited? [Readings: Moyo, Brautigam, short news articles.]

Essay 8 (500-750 words): Are new center-periphery relationships emerging within the developing world? Use all readings to make your case.

May 2, 4: Trajectories, summation, and review. No reading assignment. Final exam (take home) distributed.

All papers and take home final exams are due Thursday, May 11th at 3pm MDT, and should be submitted through WyoCourses.
VII. Disability

If you have a physical, learning, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to, University Disability Support Services (UDSS) in SEO, room 330 Knight Hall, 766-6189, TTY: 766-3073.

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“Students and Teachers Working Together”

At a good university, good student/teacher relationships come from mutual respect, trust, and honesty. Learning takes place when teachers and students treat each other with politeness and civility, rather than with anger, ridicule, or confrontation. Indeed, a classroom conducive to teaching and learning is the right of all University of Wyoming students and faculty, and it is the responsibility of both parties to achieve and maintain it even though specifics will vary from course to course. A document that outlines and provides support for this intellectual environment is called “Students and Teachers Working Together.” The Department of Political Science encourages all students to review this document carefully. “Students and Teachers Working Together” can be found on the University of Wyoming web page or on the Political Science web page. To access the document:

Go to the Political Science Department web page: www.uwyo.edu/pols
You will find the link to the document under Courses and/or Current Syllabi

“Students and Teachers Working Together”

Academic Dishonesty

The University of Wyoming has very strict regulations concerning academic dishonesty. In short, "academic dishonesty" involves cheating on an examination, a paper, or any other class assignments. The penalties can be severe. Each student is expected to be aware of and abide by the academic dishonesty policy, as specified in UNIREG 802, Revision 2.
UNIREG 802, Revision 2, section 3 defines academic dishonesty as "an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation." Among the misdeeds by students that the University of Wyoming considers acts of academic dishonesty are:

a. Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of the source.
b. Using a ghost writer, commercial or otherwise, for any type of assignment.
c. Doing a class assignment for someone else or allowing someone to copy one's assignment.
d. Submitting substantially the same work as someone else unless authorized by the instructor.
e. Using notes or prepared information in an examination unless authorized by the instructor.
f. Taking an examination for someone else or allowing someone to take an examination for oneself.
g. Copying from, or assisting, another student during an examination.
h. Stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.
i. Submitting substantially the same work for more than one class without the explicit permission of all concerned instructors.

Regulations concerning plagiarism cover books, magazines, newspapers, movies, Internet sources, and any other sources of information. Proper citation of sources means identifying in the text of the paper the source of the information. Simply listing sources on a "bibliography" page at the end of the paper is not adequate for citing sources. A student with any doubts regarding proper citation of sources should consult his or her instructor.

It is important to remember that you can be charged with academic dishonesty if you assist another student in cheating. For example, if you permit a classmate to copy from your exam, both you and the student who copied are guilty of academic dishonesty. Both the ghost writer and the person who submits a paper prepared by a ghost writer have violated University policy and can be penalized.

The University's academic dishonesty policy (UNIREG 802, Revision 4, section 4) authorizes several actions against a student found to violate the policy:

a. A grade of "F" is assigned for the course in which the act of academic dishonesty was committed.
b. The student is suspended from the University for one year if he or she commits two acts of academic dishonesty at different times or for different courses.

c. Further sanctions, including loss of scholarships, may also be imposed.

Ignorance of what constitutes plagiarism, how to properly cite sources, or what is appropriate behavior on an examination is not an acceptable defense against a charge of academic dishonesty. Students who are uncertain as to whether a particular act violates the University's academic dishonesty policy should consult their instructor, the head of the department, their academic advisor, the Office of Student Life, or another appropriate University official.