

**Political Science 541**  
**Politics in the Developing World**  
**Spring 2006**  
Tuesdays and Thursdays 3:30-5:18pm  
MacQuigg Lab 0161

Instructor: Ms. Danielle Langfield  
Office: Derby Hall 2168  
Office phone: 292-9499  
langfield.1@osu.edu

Office hours: Tuesdays 1pm-3pm  
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 emphasize the domestic politics of these countries. It 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:

- Historical Legacies: The Role of the Past on the Present
- Democratization and Regime Change
- Institutional Choices and Political Organization
- Political Issues in the Developing World

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 and utilize arguments and evidence, and capability to express sound ideas and arguments effectively.

**Texts**

There is one book to purchase for this course. One copy of this book has been placed on reserve at the Main Library.

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

The instructor uses, and therefore the syllabus makes reference to, the fourth edition; however, past students have, apparently, felt comfortable using the third edition. If you are considering using the third edition, speak with the instructor about how the two editions differ. 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 reading reactions, and research question and prospective sources approved in a timely manner (approx. 1.4% each)	10%	<b>Paper topic due May 2 at latest</b> <b>Reactions due during Weeks 2, 3, 4, 6, 8, 10</b>
In-class midterm	20%	<b>April 25</b>
Take-home essay on institutional design	15%	<b>Due May 9</b>
Research paper	30%	<b>Due May 25</b>
In-class final	20%	<b>June 6</b>
Participation	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 10 percent of the course grade earned through the reactions and research topic.

Reading Reactions: For one class during each of six weeks in the quarter, you will turn in a reading reaction of *no more than one page double-spaced* to the readings *for that day*. These reactions 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*. They should *not* merely summarize the reading. 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	April 4 <b>or</b> April 6
Week 3	April 11 <b>or</b> April 13
Week 4	April 18 <b>or</b> April 20
Week 6	May 2 <b>or</b> May 4
Week 8	May 16 <b>or</b> May 18
Week 10	May 30 <b>or</b> June 1

Midterms: There will be one in-class midterm on **April 25**. It will include short-answer identification and essay questions.

Institutional Design Essay: You will write an essay of approximately four pages, giving your recommendations for the government institutions and electoral rules most appropriate for a particular country to be described in the assignment handout. The specifics for this essay will be distributed on May 2 and will be **due on May 9**.

Research Paper: You will write a 10-15 page research paper about an aspect of politics in the developing world, with emphasis on *domestic* conditions. The paper should be analytical, not merely descriptive. I encourage you to consult early and often with me about the paper. The research paper will be discussed more extensively in class. You must have a research question and prospective sources approved; these should be submitted no later than **May 2** and earlier if possible. The research paper is **due on May 25**.

Final: There will be a non-cumulative, in-class final during finals week on **June 6**. It will include multiple-choice and short-answer identification questions.

*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 and to avoid academic misconduct.)*

### **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. *I do not provide my lecture notes to students.*

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, funeral program, 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: 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. Turning in an assignment after class the day it is due, having missed class in order to complete it, will cause a deduction of 1/3 of a grade. 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. Don't, and I'm likely not to be.***

### **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 both of my email addresses (@osu.edu and @polisci.ohio-state.edu) 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.

### **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 Spring 2006 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 online (news.bbc.co.uk), *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 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. You may write about (an) optional reading(s) for reading reactions.

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.

## **Reading Schedule**

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

### **Section 1**

*What is development?*

*Historical Legacies: The Effects of the Past on the Present*

#### **Week 1**

**March 28**

*Introductions*

*What is the "developing world"?*

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

Optional reading:

Handelman Ch. 1, pp. 1-11 only

March 30

*What are the major categories of factors that explain conditions and politics in the developing world?*

*Failed states – how do they happen?*

*\*\*In the second reading, don't become stuck in all the details of the two countries' environmental policies. While interesting, such details are not the reason I have assigned this chapter.*

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**

April 4

*Revolution and democratization*

*Legacies of colonialism*

*Legacies of previous regimes*

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 movies: *Gandhi* (1982); *Udju Azul di Yonta (Blue Eyes of Yonta)* (1992)

## Section 2

*Democratization: Why? How?  
Just what is this anyway? Does it matter?*

### April 6

*Democratization and economic development: How are they related? Which comes first?*

Handelman Ch. 2 (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**

#### April 11

*Democratization*

*What group(s) is(are) responsible for starting processes of democratization?*

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

*What has been the role of unions?*

**\*\*Try to "ignore" the Economist's editorializing about current international relations; focus on the importance of 'people power' in many transitions.**

"A rainbow of revolutions: bloodless regime change." *The Economist*. January 21, 2006.  
Bellin. 2000. "Contingent Democrats: Industrialists, Labor, and Democratization in Late-Developing Countries." *World Politics*. (52:2), pp. 175-205.

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

#### April 13

*Democratization, Democratic Consolidation, and Regime Types:*

*Is this democracy?*

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

**\*\*The Zakaria article is a little out of date; many of the specific conditions he describes are no longer true. We are reading this for the concepts.**

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

Optional readings:

Steven Levitsky and Lucan A. Way. 2002. "The Rise of Competitive Authoritarianism." *Journal of Democracy*. (13:2, April), pp. 51-65.

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

**\*Week 4**

April 18

*Does regime type matter anyway?*

*Institutionalization and the Role(s) of Political Parties*

*Review session – Before class, review the following terms: constitutional liberalism, electoral democracy, liberal democracy, illiberal democracy, liberalization, democratic transition, democratic consolidation, quality of democracy.*

Huntington. 1968. *Political Order in Changing Societies*. Ch. 1: “Political Order and Political Decay.” Read pgs. 1-32 and 78-92 only.

**Section 3**

*The Ways Politics are Organized:  
Groups, Institutions, Parties, and How They Interact*

April 20

*Ethnic Conflict – What Causes It?*

Jared Diamond. 2004. *Collapse: How Societies Choose to Fail or Succeed*. Ch. 10: “Malthus in Africa: Rwanda’s Genocide.” Pp. 311-328.

In-class video: first half of *Ghosts of Rwanda*

**Week 5**

April 25

**MIDTERM #1**

covering Sections 1 and 2 (March 28 through April 18)

April 27

*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*

Optional reading: Larry Diamond. 2005. *Squandered Victory: The American Occupation and the Bungled Effort to Bring Democracy to Iraq*. Ch. 6: “Constitutions and Compromises.” Pp. 140-178.

**\*Week 6**

**May 2 - RESEARCH QUESTION & PRELIMINARY SOURCES DUE**

*'Normalization' of politics: Political Parties*

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

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

Optional reading:

David Rieff. "Che's Second Coming?" *The New York Times*. Nov. 20, 2005

Take-home essay on institutional design distributed, due May 9.

**Section 4**

*Political Issues in the Developing World: A Sample*

**May 4**

*Rural Politics & Agrarian Reform*

Handelman Ch. 6 (pp. 148-166)

"Plunder in Zimbabwe: The great terrain robbery." *The Economist*. August 15, 2002.

"South African land: Should reform be faster or steadier?" *The Economist*. July 7, 2005.

**Week 7**

**May 9 – INSTITUTIONAL DESIGN ESSAY DUE**

*Urbanization*

Handelman Ch. 7 (pp. 170-193)

Additional reading TBD.

**May 11**

*Development: strategies and macro-debates*

*Aid, Debt Relief, Etc*

Handelman Ch. 10 (pp. 253-277, 282-283)

"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>

Friday, May 12: last day to drop a class

**\*Week 8**

May 16

*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.

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

May 18

Topic TBD.

**Week 9**

May 23

Topic TBD.

**Section 5**

*Political Debates in the Developing World: HIV/AIDS*

May 25 – **RESEARCH PAPER DUE**

*HIV/AIDS*

*Where, who, when, why?*

*Domestic politics of inaction*

Look at the maps available at the BBC, specifically 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)

In class movie: *Yesterday* (2005). Rated R (**speak with instructor is this is a problem for you**).

Optional readings:

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

**\*Week 10**

May 30

*HIV/AIDS*

*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.) Pp. 327-346.

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

In-class video: PBS's *Rx for Survival – Thailand and Botswana*

Optional reading:

[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/2/hi/world/Africa/3250021.stm](http://news.bbc.co.uk/2/hi/world/Africa/3250021.stm)

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.)

June 1

*HIV/AIDS*

*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: Excerpts from *West Wing* episode "In this White House" (Season 2, Episode 4).

**Finals Week: May 5-May 8**

Final: Tuesday, June 6, 3:30pm, covering Sections 3-5.