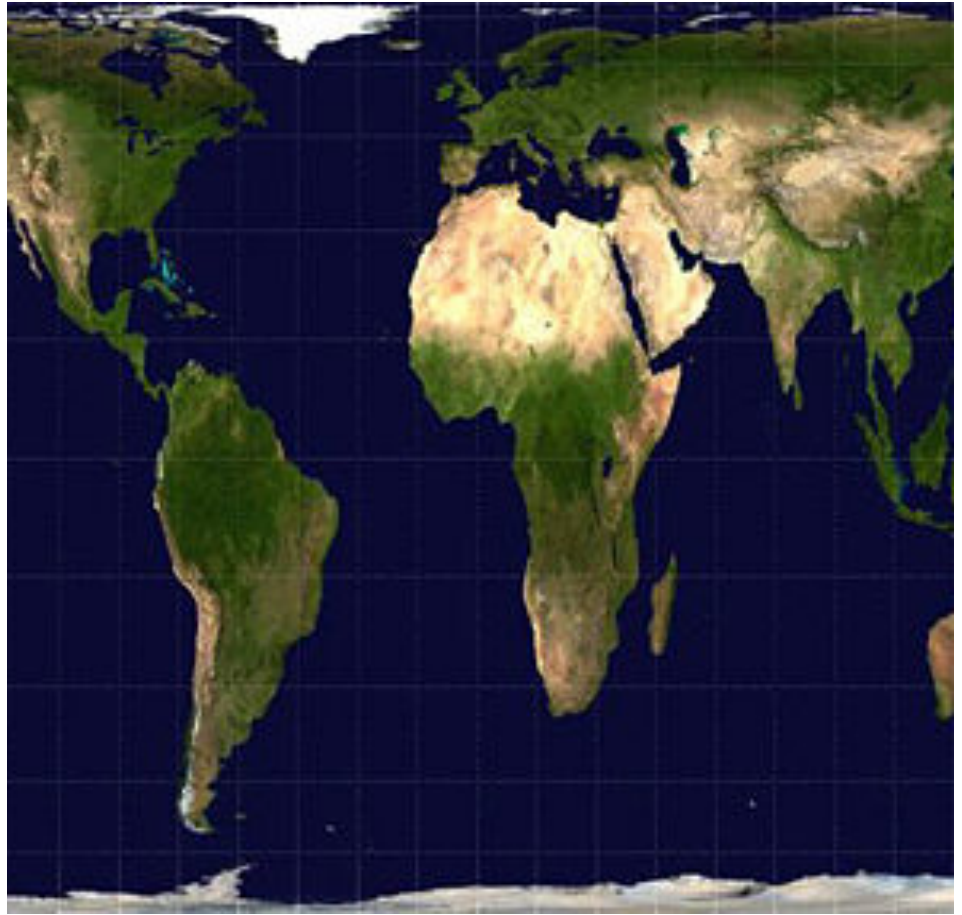


POLS 353

POLITICS OF
DEVELOPING
AREAS

MAC - 225
T/R: 2 - 3:20



COURSE OBJECTIVES

This course offers an introduction to the theories, actors and substantive issues that are relevant to developing areas.

Its primary purpose is to expose students to the challenges that confront developing countries as well as the various political

strategies used to address these problems.

A second overarching goal is to polish your critical thinking and communication skills. You will therefore be required to read original texts, think about the arguments they present, and write take home exams and one group project.

It is my hope that this course will create a foundation for understanding, tolerance, and compassion. It is also my hope that you will develop a deep and lifelong commitment to finding solutions to our most intractable global problems.

Instructor

Prof. Dallas Blaney
MAC B329
Office Hours: MW 1-3pm
or by appointment
Email: blaneyd@uwgb.edu

Millennium Development
Goals



2015

In September 2000, building upon a decade of major United Nations conferences and summits, world leaders came together at United Nations Headquarters in New York to adopt the [United Nations Millennium Declaration](#), committing their nations to a new global partnership to reduce extreme poverty and setting out a series of time-bound targets - with a deadline of 2015 - that have become known as the Millennium Development Goals. Ending poverty is one of these.

Strategy

To achieve these goals, this class adopts two strategies. First, it exposes you to the dominant theoretical perspectives on development issues. As these works are challenging, class time will, to a large extent, revolve around discussions of the assigned readings. Second, you will be allowed to investigate one particular development problem in depth and communicate what you learned to the rest of the class.

Student Expectations

It is expected that you will complete all assignments on time and actively participate in classroom conversations. You are also expected to be courteous to your neighbors. In other words, you should turn off any noise-making electronic devices, like cell-phones, etc. You may use a computer to take notes; however, this right will be forfeit if your computer use is a distraction.

Class time will typically revolve around conversations of the assigned material. With so much weight resting on classroom conversations, it is essential that these conversations be civilized and respectful to everyone in the class and relevant to the topic under consideration. The most educational conversations are the products of attentive listening. As the Chinese Proverb reminds us, "to listen well is as powerful a means of influence as to talk well, and is essential to all true conversation." When you are disrespectful towards others you only ensure that they will stop listening and therefore that you will stop learning.

Attendance

Attendance is mandatory. You can miss up to three classes without penalty but beyond this you will lose five percentage points from your final grade for each class you miss. In addition, missing any two presentations, meetings, or working sessions will result in a failing grade in the class. Exceptions to this policy are made at the instructors discretion.

Statement Concerning Students with Disabilities

Consistent with federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact me or the Coordinator of Services for Students with Disabilities at 465-2841 as soon as possible to discuss your needs and arrange for the provision of services.

Course Requirements

Take-home Essays (20 points each)

Take-home essays will be based on class material with some research-related material built in.

Quizzes (3 quizzes @ 10 points each)

Quizzes will be based on assigned pages from the Hammond Atlas and will be administered in class.

Research Project (30 points)

The politics of developing areas play out at the global, state, and local levels. Every day there are new stories about the challenges that confront developing areas and the strategies created to deal with them. All too often, the stories we tell and the strategies we propose highlight this complex and global struggle for power. These are the dynamics you will examine through your research project. Additional details are forthcoming.

Grading Scale

| | |
|----|--------|
| A | 93-100 |
| AB | 87-92 |
| B | 83-86 |
| BC | 77-82 |
| C | 73-76 |
| CD | 67-72 |
| D | 60-66 |
| F | 0-59 |

*** Failure to submit any one essay or the final research essay will result in a failing grade in the class.

Required Texts

Collier, Paul. 2009. *Wars, Guns, and Votes: Democracy in Dangerous Places*. Harper. ISBN 0061479632

Dowden, Richard. 2009. *Africa: Altered States, Ordinary Miracles*. PublicAffairs. ISBN 9781586487539

Gasper, Des. 2004. *The Ethics of Development*. Edinburgh University Press. ISBN 0748610588

Hammond Compact Peters World Atlas: *The Earth in Its True Proportions*. 2002. Longman. ISBN 0843718323

Weston, Anthony. 2008. *A Rulebook for Arguments, 4th edition*. Hackett Publishing. ISBN 0872209547

Course Schedule

9/6 Course Introduction

9/8 Sustainable Development

Read:

Our Common Future: Report of the World Commission on Environment and Development. 1987. Oxford University Press. [Chapter 2](#) (in D2L under the "Links" tool)

Hopwood, Bill, Mary Mellor, and Geoff O'Brien. 2005. "Sustainable Development: Mapping Different Approaches". *Sustainable Development* 13 (1): 38-52 (D2L)

9/13 Development

Read: Gasper, Chapter 2; Dowden Chapter 1

9/15 Development in Uganda

Read: Dowden, Chapters 2 and 3

9/20 Efficiency and Effectiveness

Read: Gasper, Chapter 3

9/22 The History Trap

Read: Dowden, Chapter 4 and 15

9/27 Equity

Read: Gasper, Chapter 4

Geography Quiz #1: Africa and Education: Hammond pp. 36-49 and 120-121

9/29 Structural Inequity

Read: (in D2L)

Excerpts from Cardoso, Fernando Henrique and Enzo Faletto. 1979. *Dependency and Development in Latin America*. Berkeley: University of California Press

Wallerstein, Immanuel. 1974. "Dependence in an Interdependent World: The Limited Possibilities of Transformation within the Capitalist World Economy". *African Studies Review*. 17: 1-26

Group Research Prospectus Due

10/4 Violence

Read: Des Gasper, Chapter 5

Take-home Essay #1 Due

- 10/6 Violence
Read: Collier, Chapters 1 and 2
- 10/11 Violence
Read: Collier, Chapters 4 - 6
Geography Quiz #2: Asia and TBA
- 10/13 Violence
Read: Collier, Chapters 8 - 10
- 10/18 Needs vs. Rights
Read: Gasper, Chapter 6
- 10/20 Needs vs. Rights
Read: Dowden, Chapters 11 and 18
- 10/25 Human Development
Read: Gasper, Chapter 7
Geography Quiz #3: Latin America and TBA
- 10/27 Human Development
Read: Excerpts from Sen, Amartya. 1999. *Development as Freedom*. Anchor Books. (D2L)
- 11/1 Human Development
Read: Excerpts from Nicholas D. Kristoff and Sheryl WuDunn 2009. *Half the Sky*. (D2L)
- 11/3 Culture
Read: Gasper, Chapter 8
- 11/8 Culture
Read: Dowden, Chapter 5; TBA
Take-home Essay #2 Due
- 11/10 - 11/17 Research and Instructor Meetings
- 11/22 Stakeholder Group Meetings
- 11/24 Policy Group Meetings
- 11/29 Research
- 12/1 - 12/8 Presentations
- 12/13 Discussion
- 12/16 **Research Essay Due** - 2:15 pm in our usual room.

* As your instructor I reserve the right to change the terms of this syllabus at any time. It is your responsibility to keep up on any changes. Changes will be announced in class and via D2L.