

ST. LOUIS UNIVERSITY  
DEPARTMENT OF POLITICAL SCIENCE  
POLS-1510-02 Politics of the Developing World  
3 Credit Hours  
Spring 2024

Dr. Emmanuel Uwalaka  
TR: 9:30 – 10:45 am  
Classroom: McGannon Hall 262

Office: McG 150  
Cell: 314-749-5917  
Hours: TR: 3-4 pm  
W: 10-11 am  
or by appointment

### **Dignity, Ethics, and a Just Society**

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school, or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate Core Student Learning Outcomes (SLOs).

Dignity, Ethics, and a Just Society is one of 19 Core Components. The University Core SLO(s) that this component

is designed to intentionally advance are listed below:

University Core Student Learning Outcomes

The Core SLO(s) that this component is intentionally designed to advance are:

SLO 1: Examine their actions and vocations in dialogue with the Catholic, Jesuit tradition.

SLO 3: Assess evidence and draw reasoned conclusions.

SLO 7: Evaluate the extent to which social systems influence equity and reflect innate human dignity.

Additionally, the Core Component-level Student Learning Outcomes are listed below:

Component-level Student Learning Outcomes

Students who complete this course will be able to:

Analyze the cultural-institutional conditions and causes of just and unjust social systems using such concepts

as social location, relationships, power, privilege, and vulnerability

Apply such ethical concepts as human dignity, equity, well-being justice, and the common good to critically

evaluate both existing social systems and proposals for social change

Envision and articulate systemic social changes and other ways to promote flourishing, well-being, equity,

justice, and the dignity of the human person

### **Welcome to the course**

This comparative politics course is designed to introduce undergraduate students to politics of developing regions (Africa, Asia, Latin America, and the Middle East). We begin the course by examining the contending paradigms scholars have used to describe, explain, and understand political processes in these regions. The course examines the following questions: How do we conceptualize development? Why do we compare countries? Why are countries developed and other countries developing? To answer these questions and, moreover, operationalize development we shall examine colonial heritage, modernization

and dependency theories, politics and culture, democracy, and authoritarianism, and two models of development Nigeria and India.

## COURSE OBJECTIVES

The objectives for the course are:

1. To introduce the student to the process of conceptualizing and operationalizing broad concepts
2. To introduce the student to the approaches and theories of politics of developing countries
3. To provide the student with contextual understanding and sufficient factual background to assess comparative politics theories and concepts in relation to developing countries
4. To discuss the essential elements in the governing process through illustrations from various political systems; and
4. To articulate how our values and morals shape our analysis of political events and outcomes

## LEARNING OUTCOMES

After taking this course, students will be able to:

1. Conceptualize and operationalize the concepts development, capabilities, cultural pluralism,
2. Explain the strengths and weaknesses of the key theories in explaining and understanding the politics in developing countries
3. Demonstrate knowledge of major external and internal factors impacting political processes in different countries and regions
4. Articulate how our values and moral shape our analysis of political events and outcomes in developing countries.

## Required Book(s)

Draper, Allan and Ramsay, Ansil. 2016. *The Good Society: An Introduction to Comparative Politics*, 3<sup>rd</sup> edition. New York: Pearson

Handelman, Howard and Brynen, Rex. 2019. *Challenges of the Developing World*, 9<sup>th</sup> edition. New York: Rowman & Littlefield

## COURSE REQUIREMENTS

Students are required to attend class sessions regularly and punctually. Students are required to sign the roll at each session, and a record of attendance will be maintained. Students will be expected to complete assigned readings before the next day's class, participate in class discussions and prepare for case studies. Students should be aware of how politics affects their everyday lives. Most of the time, the instructor will begin class by asking "what is the latest?" The idea is to allow you express yourself on what you have observed about politics at the international level. Your participation efforts at this level will be recorded toward class participation points. During class, **cell phones must be turned off or to vibrate mode**. If you need to respond to a call, please step outside the room. Use of laptop computers during class is only allowed to take lecture notes.

A class session might be changed to discussion session depending on how the class responds to lectures, readings, and issues in international politics. Students will be informed of discussion topic in advance.

## COURSE EVALUATION

As part of class participation, during the last week of the semester students will be reminded to complete an on-line course evaluation. Students will be notified when screens will be accessible for students to submit the evaluation.

### EVALUATION

#### A. Methods

Two quizzes (which will be announced days in advance), class participation (involvement in class discussions, asking and answering questions, courteous to classmates, etc.), midterm, and final examinations, and short reflection paper not more than 5 pages will be used in evaluating the performance of students.

1. Students will be required to take the mid-semester and the final examinations.
2. Students are required to take all examinations as scheduled. Exams will consist short answers and essays. Exams are not cumulative, that is, only the material since the last exam is included.

#### B. Grading Scale and Distribution of Percentages

- |    |                           |    |
|----|---------------------------|----|
| 1. | Quizzes ....              | 10 |
| 2. | Mid-Semester Exam . . . . | 30 |
| 3. | Final Exam . . . . .      | 30 |
| 4. | Reflection Paper .....    | 20 |
| 4. | Class Participation ..... | 10 |

(Asking and answering questions, actively involved in class discussions, relating media international events to concepts and theories learned in class, class attendance, etc.)

The numerical equivalents of letter grades are:

93-100 = A	83-86 = B	73-76 = C	
90-92 = A-	80-82 = B-	70-72 = C-	
87-89 = B+		77-79 = C+	60-69 = D
Below 65 = F			

NOTE: Final grades will not be changed unless there is an error in computation.

### OFFICE VISITS

Students are encouraged to visit the instructor during office hours in connection with their work in this class, or to discuss any career-related problems. If unable to visit during posted hours, an appointment will be made convenient to both the student and the instructor.

IT IS IMPORTANT THAT YOU GET TO KNOW YOUR TEACHERS AND TO MAKE YOURSELF KNOWN TO THEM. IT IS THE ONLY WAY TEACHERS CAN BE OF HELP TO YOU OUTSIDE THE CLASSROOM.

## **Core: Global Interdependence**

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate Core Student Learning Outcomes (SLOs).

**Global Interdependence** is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:

### **University Core Student Learning Outcomes**

The Core SLO(s) that this component is intentionally designed to advance are:

SLO 6: Recognize transnational or global interdependence.

Additionally, the Core Component-level Student Learning Outcomes are listed below:

### **Component-level Student Learning Outcomes**

Students who complete this course will be able to:

- Ask complex questions about other cultures or international processes
- Interpret intellectual and emotional dimensions of more than one worldview
- Describe how the lives, values, and experiences of people are affected by factors or processes outside of their own countries or localities
- Envision alternative strategies to address challenges rooted in interactions with people and societies outside the United States
- Reflect on how personal choices and local actions affect and are affected by events or processes beyond national borders
- Articulate how one's own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape

### **Social Science Core Requirement**

**Student Outcomes:** Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

### **Global Citizenship**

This class fulfills the core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation, or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of “otherness” impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world

#### **Syllabus Statement on In-Person Class Attendance and Participation**

## Attendance

2. Students must meet course objectives and attendance policies as outlined in the course syllabus.

In cases where absences prevent students from meeting course objectives, students may be required to drop the course or be administratively dropped or withdrawn.

Additionally, students are responsible for:

1. Being on time and attending all class meetings for courses in which they are registered.
2. Making every effort to schedule classes that will minimize conflicts caused by foreseeable activities and related travel.
3. Monitoring their attendance and absences throughout the term.
4. Reviewing course syllabi with regard to the instructor's policy on absences and consulting the instructor if any portion of the attendance policy outlined in the syllabus is not understood.

Regarding absences, whether excused as an authorized activity or at the instructor's discretion, students are responsible for:

1. All material covered in class and must work with each individual instructor to complete any required work and obtain any class notes or other course material missed due to these absences.
2. Coordinating with instructors prior to any examination or presentation to explore the impact of the missed assignments and options.

3. Providing written notification, as outlined below, of all other absences as soon as possible, for events not foreseen at the beginning of the semester. (See [Authorized Absence Activities](#) below and the [Bereavement Policy](#) for additional information)

## Absences

In addition to authorized absences, instructors have the authority to excuse absences for other reasons.

Documentation for short-term absences may be required at the instructor's discretion.

In the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Medical documentation may be required in cases of serious illness or medical conditions which impact a student's ability to participate in courses for an extended period.

In the event of a chronic medical condition or disability, students are strongly advised to contact the Dean of Students and/or the Office of Disability Services to explore potential accommodations.

## Authorized Absence Activities

As previously stated, in the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Each instructor will excuse students from class for authorized activities (see below) and provide an opportunity to complete missed exams, quizzes, and other required work.

Students are responsible for all material covered in class and must work with each individual instructor as soon as they return to complete any required work.

Missed required work may be replaced by alternative assignments at the instructor's discretion.

Authorized activities and required documentation are defined as:

**All absences due to an isolation/quarantine directive issued by a qualified health official shall be considered “Authorized” absences.**

This is a temporary amendment to the Attendance Policy, effective August 1, 2021 until further notice.

**Participation in Division 1 athletic games and associated travel (excluding practices);  
Appearances required as part of a Saint Louis University investigation/hearing;  
Short-term service with the military and/or First Responder (see the Military Policy for additional information and notification timeline)  
Legal obligation (e.g jury duty, required court appearance);  
Religious Holiday Observance  
Bereavement**

Official notification from the Dean of Students or academic dean.

Upon request to and approval by the Dean of Students Office, students shall be given up to five consecutive days (not including weekends or holidays) of excused absence for bereavement.

## Absences

In addition to authorized absences, instructors have the authority to excuse absences for other reasons.

Documentation for short-term absences may be required at the instructor’s discretion.

In the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Medical documentation may be required in cases of serious illness or medical conditions which impact a student's ability to participate in courses for an extended period.

In the event of a chronic medical condition or disability, students are strongly advised to contact the Dean of Students and/or the Office of Disability Services to explore potential accommodations.

## Authorized Absence Activities

As previously stated, in the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Each instructor will excuse students from class for authorized activities (see below) and provide an opportunity to complete missed exams, quizzes, and other required work.

Students are responsible for all material covered in class and must work with each individual instructor as soon as they return to complete any required work.

Missed required work may be replaced by alternative assignments at the instructor's discretion.

Authorized activities and required documentation are defined as:

**Participation in Division 1 athletic games and associated travel (excluding practices);  
Appearances required as part of a Saint Louis University investigation/hearing;  
Short-term service with the military and/or First Responder (see the Military Policy for additional information and notification timeline)  
Legal obligation (e.g jury duty, required court appearance);**

**Official notification of required appearance.**

**Religious Holiday Observance**

3. The Office of the Provost, in consultation with Campus Ministry and the Office of the University Registrar, will publish a list of religious holidays likely to affect students.

4. Students must notify instructors in writing by the end of the first week of the semester of all religious holidays they observe that conflict with their course meetings and activities

5. Instructors will notify students promptly if these absences will prevent the student from meeting the course objectives so that the student may drop the course during the add/drop period.

**Bereavement**

Official notification from the Dean of Students or Academic Dean.

Upon request to and approval by the Dean of Students Office, students shall be given up to five (5) consecutive days (not including weekends or holidays) of excused absence for bereavement.

In addition, this instructor requires students to sign the roll at each session, and a record of attendance will be maintained. Students will be expected to complete assigned readings before the next day's class, participate in class discussions and prepare for case studies. Students should be aware of how politics affects their everyday lives. Most of the time, the instructor will begin class by asking "what is the latest?" The idea is to allow you express yourself on what you have observed or read about politics at the local, state, national or international level. Your participation efforts at this level will be recorded toward class participation points. During class, **cell phones must be turned off or to vibrate mode.** If you need to



respond to a call, please step outside the room. Use of laptop computers during class is only allowed to take lecture notes.

## **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 misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886) and share the basic facts of your experience with her. 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.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the [Office of the General Counsel](#).

## **Disability Services**

Students with a documented disability who wish to request academic accommodations must contact [Disability Services](#) to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

## **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 via which SLU embodies 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 governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: [https://www.slu.edu/provost/policies/academic-and-course/policy\\_academic-integrity\\_6-26-2015.pdf](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf).

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

## Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., [prior experience](#), study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit the [Student Success Center](#) to learn more about tutoring services, university writing services, disability services, and academic coaching.

## University Writing Services

Students are encouraged to take advantage of University [Writing Services](#) in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit the [Student Success Center](#) or call the Student Success Center at 314-977-3484.

## Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office ([deanofstudents@slu.edu](mailto:deanofstudents@slu.edu) or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

### COURSE OUTLINE

- Jan. 16**      Course Overview
  
- Jan. 18**      Why Compare?  
Basic concepts in comparative political analysis  
Reading(s): Good Society, Ch. 1
  
- Jan. 23, 25**    Defining concepts through the process of conceptualization and operationalization.  
Examples: Good Society, development, capabilities,  
Reading(s): *Good Society*, Ch. 1  
Handelman and Brynen Ch. 1 pp. 1-19

- Jan. 30, Feb. 1** Theoretical frameworks, Modernization and Dependency  
 What is a theory and what are the ingredients of a theory?  
 Theories  
 Criticisms  
 Reading(s): *Handelman and Brynen Ch. 1 pp, 19-31*
- Feb. 6** *Discussion: Class will be divided into two groups. Students will chat with their peers on what they find interesting and vice versa on the readings and lectures January 23 to February 1. A leader selected by each group will compile each group's notes and present them to the class. Every student present gets 1 point for class participation and 2 points for each group leader.*
- Feb. 8, 13** Politics and Culture  
 A cultural approach to understanding development  
 Reading(s): *Good Society*, Ch. 4  
 Handelman and Brynen, Ch. 6 The Politics of Cultural Pluralism and Ethnic Conflict
- Feb. 15** Writing a Reflection Paper and What it is.
- Feb. 20** **Quiz 1 On Theoretical Frameworks Modernization and Dependency.**
- Feb. 22, 27** Institutions and development:  
 Democracy  
 Pay attention to the correlate of democracy  
 Presidential and Parliamentary Democracy: What are the distinctive features?  
 In-Depth: Mauritius – A Democratic Enigma  
 Reading(s): *Good Society*, Ch. 7
- Feb. 29** Presentation and Discussion: Class will be divided into two groups. Group 1 adopts the Biomedical Paradigm and group 2 the Ameliorative Paradigm. Analyze Burtler's article from your theoretical perspective in terms of South Africa's HIV/AIDS policy. Submit your contribution in bullet format to your group leader. Group leaders compile the notes. Group leaders make presentations to class. The floor is open for general discussion. Each contributing student gets 1 percent for class participation and each group leader gets 2 percent. There is no makeup for this.
- Burtler, Anthony: South Africa's AIDS Policy, 1994-2004, How can it be explained? *African Affairs*,  
 Volume 104, Issue 417, October 2005, Pages 591–  
 614, <https://doi.org/10.1093/afraf/adi036>
- Mar. 5** **Midterm Review**

- Mar. 7**      **Midterm Examination**
- Mar. 12, 14**   **Spring Break**
- Mar. 19, 21, 26** **Authoritarianism**  
 Why they intervene in politics  
 How they come to power and consolidation of power  
 Types of authoritarian regimes  
 How they perform in office compared with civilian governments  
 Readings: Handelman and Brynen Ch. 10 Soldiers and Politics  
 Good Society, Ch. 6
- Mar. 28**      **Easter Break**
- Apr. 2**      *Aljazeera 1 Aug. 2023. The Take: What's driving the power struggle in Niger?* – Video. The class will watch this video.
- Apr. 4**      Galvao, Jane. *Brazil and Access to HIV/AIDS Drugs: A Question of Human Rights and Public Health* [Am J Public Health](#). 2005 July; 95(7): 1110–1116
- Apr. 9**      Comparative Political Analysis: Why Do Elections Lead to Democratization in Some Authoritarian Regimes but Not Others?  
 Reading: Good Society, p; 137.
- Apr. 11**      **Quiz 2 Information about coverage will be based on Jane Galvao's article**
- Apr. 16**      **Guide to Writing a Reflection Paper**
- Apr. 18**      Brazil: History, state, relations between state and society, and political culture.  
 Reading(s): Draper and Ramsay, pp. 251-261
- Apr. 23, 25**    Iran: History, state, and relations between state and society  
 Reading(s): Draper and Ramsay, pp. 273-282
- Apr. 30**      Iran: Political culture and political economy  
 Reading(s): Draper and Ramsay, pp. 282-288
- May 2**      **Finals Review**
- May 9**      **Final Examination 8:00-9:50**