

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*:

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

Attendance

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

Authorized activities and required documentation are defined as:

All absences due to an isolation/quarantine directive issued by a qualified health official shall be

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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; 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 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.

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 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 T

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. Theã e*