

The Developing World
Widener University
POLS 226

Location and Time: Rm. 236B, Kapelski Learning Center, TR 11:00 AM- 12:15 PM

Credit Hours: 3

Instructor: Dr. Jeremy R. Backstrom

Email: jrbackstrom@widener.edu

Office Hours: TR 2:00 PM- 3:00 PM Rm. 337, Kapelski Learning Center

Class Web: Campus Cruiser/Canvas

Required Materials:

- ❖ Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. New York, NY: Oxford University Press.
- ❖ Collier, Paul. 2009. *War, Guns, and Votes: Democracy in Dangerous Place*. New York, NY: Harper.
- ❖ Horowitz, Donald. 2000. *Ethnic Groups in Conflict, 2nd edition*. Berkeley, CA: University of California Press.

Additional Reading Materials:

***Any additional reading materials will be available via pdf through the class website.

Technology Requirements:

- ❖ Internet access (free access available in campus computer labs)
- ❖ Basic use of a personal computer (word processing and internet research)
- ❖ Access to Widener University Campus Cruiser/ Canvas system

Software Requirements:

- ❖ Microsoft Office or Open Office (free alternative to MS Office)

Course Catalog Description:

This course examines politics in the developing countries of Latin America, Africa, and Asia. The focus is on the problems facing Third World countries in their quest for economic development and political stability.

Course Description:

The purpose of this course is to introduce students to the politics within the developing world nations and the theoretical frameworks used to explain politics and other struggles within these nations. The developing world (formerly known as the Third World) encompasses most nations of Asia, Africa, Latin America, and the Middle East. Most of these nations were previously considered colonial possessions of European powers. When they gained independence (early 19th century for Latin America and after World War II for most of Asia and Africa), they entered an international system that was developed, modeled, and dominated in a manner that benefits the major powers of the world in Europe, East Asia, and North America, militarily, economically, and politically. Consequently, the new states continue to struggle in their competition with these

nation-states as well as encountering domestic issues internally. The colonial legacy and the politics of delayed development confronted these nations with a set of challenges that have profoundly affected their ability to achieve economic prosperity, political stability, and social development. This course explores the extraordinary, multifaceted challenges facing these nations as they attempt to establish a stable and effective state, a prosperous economy, and an integrated society in a world already dominated by the major powers of the international system. While we will regularly discuss real world examples to illustrate important concepts in international relations, this course is not a current events course.

Moreover, while the comprehension of the material is important, the course focuses heavily on the development of writing and critical thinking skills. Critical thinking skills and the improvement of writing skills can be beneficial for the student in their political science courses, courses in other disciplines, and their advancement in future endeavors outside of academia.

Course Objectives:

Upon completion of this course, students will be able to:

- ❖ Develop an understanding of the developing world and the multidimensional, complex issues facing these nation-states.
- ❖ Compare and contrast the various theories of political and economic development that scholars of the developing world have developed to explain this phenomenon.
- ❖ Comprehend how colonial legacies have influenced various regions of the developing world.
- ❖ Develop an understanding of how issues of development can be resolved and what the international community and individual states are doing to overcome these.
- ❖ Understand the role of ethnicity in the areas of policy-making and conflict.
- ❖ Evaluate and critique seminal literature regarding various topics within the area of the politics of the developing world.
- ❖ Use political concepts noted in the textbook and the classroom to examine current real-world events.
- ❖ Improve your general critical thinking, research, and communication skills that can be applied to other courses and future endeavors.

Current Events:

As this is a course in political science, I encourage you as students to become more cognizant of the world and daily events that arise concerning the developing world in general to include government, society, economy, development, human rights, terrorism, interstate conflict, and intrastate conflict. Therefore, I want you to read the newspaper headlines (New York Times, Washington Post, BBC, Philadelphia Inquirer, Al Jazeera, The Guardian etc.), watch the news on television, or read online news (local news or national news such as CNN, MSNBC, FoxNews,

BBC, CSPAN). If you gain your information regarding politics and government from headlines for social media newsfeed/trending headlines, please ensure to follow up this headline in a major news resource. If time permits, we will devote time in each class to discussions concerning current events regarding these topics.

Communication and Email:

As indicated above, you can contact me via email at jrbackstrom@widener.edu. Please ensure that you address the email with the course number (POLS 226) and your last name in the “subject line” (Example: Backstrom- POLS 226). I request that you use proper English in your emails so I can understand your question/issue and offer you an answer or resolution to the issue. Proper English does not include the abbreviated version of words as those you would use in a text message/instant message/tweet. I will respond to your email in a timely manner, typically within 24 hours on the weekdays and 48 hours on the weekends. Please be aware that while this is my general and intended practice for responding to your e-mails, it is subject to the changes and interruptions of life. If you do not hear from me within 48 hours do not assume I got your message and please follow up. Finally, please note I do not discuss grades electronically. If you wish to discuss your grades, you will need to come to my office during my office hours or by appointment.

Additionally, I will be available during my office hours on Tuesdays and Thursdays after our class from 2:00 PM - 3:00 PM. If this does not meet your needs, if you need to meet with me at a different time, or if you need to meet with me for a longer period of time, please email me and schedule an appointment to meet with me.

Attendance Policy:

Regardless of course format, Widener University considers regular attendance, participation, and interaction with the instructor and other students to be essential components of successful learning in a Widener class. Courses are conducted for the benefit of students, and it is important that students attend regularly and participate in class activities, however attendance and participation are defined by the course instructor. The academic program takes priority over other obligations, whether sponsored by the college or not. The student is responsible for attending class and for work missed due to absence, and the faculty are not required to make special arrangement for student absences. The presence of a qualifying disability accommodation may allow some flexibility on attendance and due dates, but the essential academic integrity of course goals and student learning will be preserved. Good communication from the students to the faculty about any problems related to attendance and deadlines is crucial. See the Undergraduate Catalog for the full policy statement.

As adults, you are expected to attend every class. **Attendance is required and roll will be taken at every class.** In addition, you are expected to be in the classroom on time. If you continue to have a problem with being on time. If you continue to have a problem with being on time, you will be listed as absent for the day. Excessive absences or tardiness will count against you for your final grade. Each late arrival (1-10 minutes) will count as a tardy. If you are tardy twice, this will count as an absence. If you arrive late by 10 minutes or more, you will be marked as absent. If you depart early, you will also be marked as absent unless you discuss the necessity for an early departure with me before we begin class.

You have a total of three absences that you may use at your discretion. **At the fourth absence and each subsequent absence, your overall grade for the course will be reduced by**

one letter grade. Additionally, it is *your responsibility* to obtain the notes for the missed class from one of your fellow students.

Finally, as a student in this course, you are expected to come into each class having read the required readings and be prepared to participate in the discussion. My lectures complement the readings and it will benefit you to take notes from my lectures in addition to reading the required chapters.

Additional Policies:

Personal laptops or I-Pads may be used to take notes during the class; however, this is not an invitation to check your email, chat online, check the internet for topics outside of the classroom discussion; or any other activity that would disturb your attention and those around you from your class work. If caught engaging in one of these infractions, I will warn you only once. After this warning, you will not be allowed to use your laptop in the class.

Cell phones, I-Pods, or any other electronic communication device must be shut off or silenced during class. Similar to the policy regarding laptops, I will warn you only once. After this event, I will not tolerate any violation of this policy. You will be asked to leave the classroom for that day and be listed as absent for the class.

This is a course on the politics of the developing world and each of us has our own personal thoughts and opinions on the matter. As your instructor, I strongly encourage scholarly debate and discussion in the classroom. However, you must be respectful of your fellow students and their opinions. I will not tolerate any outbursts or demeaning (hateful, racist, sexist, homophobic, transphobic, obscene, and/or etc.) attacks/comments against your fellow students regarding their opinions or observations. If this does occur, I will consider it as a disturbance to the learning experience of the classroom, instruct you to leave for that day, and you will be listed as absent. At the instructor's discretion, a student that violates these guidelines may be removed from the course and possibly the campus.

Assignments and Grading:

Research Paper: (30% of your final grade)

To complete the course, you are required to conduct a research paper on a topic related to the politics of the modern developing world. You have a significant degree of latitude in your choice of topic to research for this paper; however, you need to confer with me regarding the topic of the paper before you pursue further research on the topic.

The main requirements for this paper are as follows: you need to conduct an analytical/explanatory paper on your research topic. In other words, you are NOT permitted to conduct a paper that simply provides a descriptive/journalistic account of the events of your topic. Moreover, you are required to conduct research on a current topic in the politics of the developing world. Finally, you must utilize at the very minimum ten sources from scholarly journals/resources. If you question whether the resource is from a scholarly source, please contact me.

The purpose of the research project is to assist you in your development of your research skills, writing skills, and critical thinking skills. That said, in order to further develop these skills, one cannot "whip up" a research paper of this capacity in an "over-nighter". One must further enhance this important skillset through the experience of conducting a process of social science

research. Therefore, you are required to complete the research paper in two installments: a problem statement with an annotated bibliography and the final draft of the paper.

1. Problem Statement and Annotated Bibliography (30% of the research paper grade):

In this installment of the research paper, you are required to develop a detailed description of the problem statement describing the puzzle that will be the topic of your research, the reasons why this issue is important to understanding the politics of the developing world, and the major theoretical issues that will be addressed in your research paper.

Moreover, you need to summarize the major themes of your research paper as well as the findings on the topic from at least **five journal articles from scholarly sources**. Ensure that you provide the citation of each of the five journal articles as well as the major themes and findings of each of journal articles. Finally, you are required to include the full citation for **five additional journal articles** on the topic; however, you are not required to include a summary for these sources (They should be used in your final draft of the research paper).

You can use whatever form of citation format you prefer; however, you must use it correctly and consistently. The problem statement should reference the five articles and demonstrate that you read the five articles. In this stage of the research paper, you are required to use scholarly journal articles and you MAY NOT use books, book reviews, news sources, online resources, or any other non-academic resources. In the final draft installment of the research paper, you may use any resource but not for the first installment.

The following guidelines must be followed to fulfill the case study assignments for this course:

- 4-6 pages in length
- Must be typed/word processed
- Single spaced
- Times New Roman Script
- 1 inch margins
- No grammatical errors
- The problem statement should be approximately one page while the five summaries of the journal articles should be a half of page for each of the summaries.
- Handed in on time at the beginning of class
- The paper is due on March 1, 2018.

2. Final Draft (70% of the research paper grade):

Like all research papers, the final draft of your research paper should include an introduction to provide direction of the paper for the reader as well as a conclusion to summarize your research paper topic and the selected solutions for the issue. More importantly, the final draft should include a clear and detailed description of your research puzzle and why it is important to the study of the developing world. You should then utilize the relevant literature from Part 1 of the research paper as well as from further research you completed since Part 1 to develop your own theoretically grounded analysis of the research question. This should include a logical and coherent theoretical explanation of the research question and the solution to the issue that you have developed. Your solution should be based on existing theory and provide

answers to the question of how do we explain the phenomenon under investigation in causal terms and what questions remain to be addressed in the existing literature on that topic.

The purpose in conducting your research paper in this manner is to further expose you to social science research and strengthen your writing, research, and critical thinking skills. This assignment models the approach that serious social science research is conducted. By working on the assignment throughout the semester, you will gain experience in conducting research in the manner it should be done. We will devote some time in class to the discussion of possible research topics. Moreover, once you derive an idea, you should contact me and discuss the viability of the topic for the assignment. Moreover, I can provide suggestions on where to find material and help you think through your research problem.

Rules for Research Paper Assignment:

1. You must complete both aspects of the research paper assignment. If you fail to complete either aspect of the research paper, you will receive a failing grade for the course.
2. You cannot use a paper that you already wrote for a class or are currently writing for another course.
3. The topic for the research paper cannot focus on an issue regarding U.S. domestic policies or politics. Moreover, you cannot focus on issues related to Europe, Russia, China, or Japan. If you have any doubts on the legitimacy of the topic, please contact me as soon as possible.
4. You cannot change the topic of your research paper after you complete the first installment. If you run into issues regarding your topic, please contact me and I will assist you in finding resources or further developing your topic.
5. The deadlines for the two installments of the research paper will be strictly enforced. As noted above, I am willing to work with you if extenuating circumstances arise; however, you need to contact me in advance regarding any issue with the deadlines.
6. The final draft of the paper must be typed, 12-point font, 1-inch margins, free of grammatical errors, and double-spaced.
7. You must ensure to use in-line citation for thoughts and arguments that are not your own as well as provide a bibliography using a citation format of your choosing. A failure to provide in-line citation for arguments of other scholars is plagiarism, intentional or unintentional. Cases of plagiarism will result in a failure for the course. Refer to the section below on plagiarism.
8. Turn in the final draft of your research paper in a hard copy form on April 26, 2018.

Examinations: (Two exams worth 25% each, totaling 50% of your final grade.)

There are two exams during the semester that will account for 50% of your grade. Each of the examinations will be take home essay exams. In completing the exams, you are permitted to use any resource you need specifically books, papers, and notes from class. However, you are NOT permitted to consult with other students to complete the questions on the examination. If evidence of collaboration between students is determined, you will receive a “0” for the examination and an “F” for the course. You will be given a week to complete the examination. The first examination will be given during the midterm of the semester and the second examination will be given prior

to the date of your final examination. You are required to submit a printed copy of your examination on the due date.

Participation: 15% of your grade

The course is designed to provide you with an introduction to the various issues regarding the politics, economics, and society of the developing world. Moreover, we will read and critique various seminal works concentrating on these topics. Remember you are a scholar, not a student.

You are expected to complete the assigned readings prior to the designated date in accordance to the course calendar. In addition, this course will include days that the course will resemble a seminar in which the instructor and the students will interact and discuss the assigned readings. Therefore, it is imperative for you to complete the assigned readings and be prepared to discuss the concepts and arguments during the following class. Furthermore, in order to prepare for the discussion, you should be able to identify the author's arguments concerning the respective topic but also identify possible flaws/shortcomings of the arguments or questions concerning the theory presented.

Please note that if I observe that the discussion continues to linger without participation, if I am solely leading the discussion, or if there are only a few students participating, I will devise a weekly quiz that will allow me to determine whether you completed the assigned readings and if you understand the theories presented. If this situation arises, you will not be permitted to use the assigned readings or your notes from the readings to take the quizzes. Finally, if you miss the weekly quiz, there are no quiz make-ups.

Weekly Thought Papers: 5% of your grade

At the beginning of each class week (Tuesday), you are expected to write a thought paper regarding the assigned readings for the week or a particular discussion we had in the classroom during the week prior **ON THE WEEKS YOU DO NOT HAVE A RESEARCH PAPER DUE.** You can offer your thoughts, feelings, opinions, etc. regarding a particular topic that you found interesting, highly significant, or controversial. With a class this size and highly divisive topics such as politics and government, war and political violence, and other topics, we may not have the opportunity to address all viewpoints, opinions, or arguments. Therefore, this allows you to express your feelings, thoughts, opinions, and arguments with me specifically and I can engage in dialogue with you concerning this. This is a method of continuing our classroom discussions outside of the actual classroom. The thought papers are not intended to be conducted in an academic research format and you do not need to include formal citations but rather reference the article(s) or book chapter if you discuss it. Moreover, please do not merely regurgitate the information provided in a lecture or reading. I know what the articles and book chapter argue... I want your criticism, praise, thoughts, feelings, and opinions regarding the readings or a discussion in class. You will receive full credit if you abide by the following formatting guidelines:

- 1 ½-2 pages in length
- Only your name at the top of the paper
- Must be typed/word processed
- Double spaced
- Times New Roman Script
- 1 inch margins
- No grammatical errors

- The thought paper must explicitly address either: 1) an aspect/article of this week's reading or 2) a discussion we had in class.
- Handed in on time (Tuesday at the beginning of class)
- Hard copy (paper)

Grading Rubric:

A: 94-100%

A-: 91-93%

B+: 88-90%

B: 85-87%

B-: 81-84%

C+: 78-80%

C: 75-77%

C-: 71-74%

D+: 68-70%

D: 60-67%

F: 59% and below

Late Work Policy:

All assignments for this course are expected on or before the deadline as indicated on the assignment. As a reasonable person, I understand that uncontrollable personal circumstances may arise. Thus, I am willing to work with you through such issues should they arise and you must submit a late assignment. **If you need to submit a late assignment, you must contact me in advance of the deadline for my approval and for arrangements to be made concerning the assignment.** Written documentation will be required in order to confirm your request to submit a late assignment.

Late homework assignments will be heavily penalized unless there are extenuating circumstances. There is a 10 point penalty per day for late homework assignments. This includes weekends and holidays. If the assignment has not been submitted within 5 days, you will receive a "0" for the homework assignment.

Tentative Reading and Course Outline:

***Collier 2007 textbook= (**C-2007**)

***Collier 2009 textbook= (**C-2009**)

***Horowitz 2000 textbook= (**H-2000**)

***Other readings supplied online= (**PDF online**)

*****NOTE:** Due dates for thought papers and assignments are listed in **Bold** while important dates for Widener University related academic issues are listed in *Italics*.

Week 1:

Jan. 16: Introduction to the course and discussion of the syllabus

Jan. 18: Introduction to the Developing World

- ❖ Clapham, Christopher. 1985. *Third World Politics: An Introduction*. Madison, WI: University of Wisconsin Press, Chapter 1- “Politics and the Third World”. (**PDF online**).
- ❖ Collier, Paul. 2007. *The Bottom Billion*. New York, NY: Oxford University Press, Chapter 1- “Falling Behind and Falling Apart”. Pgs. 3-13. (**C-2007**)
- ❖ We will watch two brief clips in class:
 - “Spot the Africa”- The Daily Show: <https://www.youtube.com/watch?v=AH01a1kvZGo>
 - “Hear Our Voices- Poor on Poverty”- World Bank Global Links 2001: <https://www.youtube.com/watch?v=6KJSPEacHxw&feature=youtu.be>

Week 2:

Jan. 23-25: Colonial Legacy

- ❖ Clapham, Christopher. 1985. *Third World Politics: An Introduction*. Madison, WI: University of Wisconsin Press, Chapter 2- “The Colonial State and Its Demise”. (**PDF online**).
- ❖ Young, Crawford. 1995. “The Heritage of Colonialism.” Ed. by John W. Harbeson and Donald Rothchild. *Africa in World Politics: Post-Cold War Challenges*. Boulder, CO: Westview Press, pgs. 23-40. (**PDF online**).
- ❖ Herbst, Jeffrey. 1996/1997. “Responding to State Failure in Africa,” *International Security* 21(3): 120-144. (**PDF online**).
- ❖ Blanton, Robert, T. David Mason, and Brian Athow. 2001. “Colonial Style and Post-Colonial Ethnic Conflict in Africa,” *Journal of Peace Research* 38(4): 473-491. (**PDF online**).
- ❖ Lange, Matthew K. 2004. “British Colonial Legacies and Political Development,” *World Development* 32(6): 905-922. (**PDF online**).

Jan. 23: Thought Paper due

Jan. 23: Last day for dropping and/or adding classes

Week 3:

Jan. 30- Feb. 1: Competing Paradigms of Political Development: Modernization Theory

- ❖ Huntington, Samuel P. 1971. “The Change to Change: Modernization, Development, and Politics,” *Comparative Politics* 3(3): 283-322. (**PDF online**).
- ❖ Hagopian, Frances. 2000. “Political Development, Revisited,” *Comparative Political Studies* 33(6/7): 880-911. (**PDF online**).
- ❖ Huntington, Samuel P. 1965. “Political Development and Political Decay,” *World Politics* 17(3): 386-430. (**PDF online**).
- ❖ Przeworski, Adam and Fernando Limongi. 1997. “Modernization: Theories and Facts,” *World Politics* 49(2): 155-183. (**PDF online**).

Jan. 30: Thought Paper due

Week 4:

Feb. 6-8: Competing Paradigms of Political Development: Dependency Theory

- ❖ Valenzuela, J. Samuel and Arturo Valenzuela. 1978. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment," *Comparative Politics* 10(July): 643-557. **(PDF online)**.
- ❖ Smith, Tony. 1979. "The Underdevelopment of Development Literature: The Case of Dependency Theory," *World Politics* 31(2): 247-288. **(PDF online)**.
- ❖ Caporaso, James A. 1980. "Dependency Theory: Continuities and Discontinuities in Development Studies," *International Organization* 34(4): 605-628. **(PDF online)**.

Feb. 6: Thought Paper due

Week 5:

Feb. 13-15: Economic Development Strategies

- ❖ Haggard, Stephen. 1990. *Pathways from the Periphery: The Politics of Growth in Newly Industrialized Countries*. Ithaca, NY: Cornell University Press, Chapter 1- "The Neoclassical and Dependency Perspectives". **(PDF online)**.
- ❖ Haggard, Stephen. 1990. *Pathways from the Periphery: The Politics of Growth in Newly Industrialized Countries*. Ithaca, NY: Cornell University Press, Chapter 2- "Explaining Development Strategies". **(PDF online)**.
- ❖ Kacowicz, Arie M. 2007- "Globalization, Poverty, and North-South Divide," *International Studies Review* 9(4): 565-581. **(PDF online)**.
- ❖ Onis, Ziya and Fikret Senses. 2005- "Rethinking the Emerging Post-Washington Consensus," *Development and Change* 36(2): 263-290. **(PDF online)**.

Feb. 13: Thought Paper due

Week 6:

Feb. 20-22: Women and Development

- ❖ World Bank. 2012. *World Development Report: Gender Equality and Development*. Washington DC: World Bank. Parts I-III. **(PDF online)**.
- ❖ Ross, Michael. 2008. "Oil, Islam, and Women," *American Political Science Review* 102(1): 107-123. **(PDF online)**.

Feb. 20: Thought Paper due

Week 7:

Feb. 27-Mar. 1: Dimensions of State Capacity

- ❖ Hendrix, Cullen S. 2010. "Measuring State Capacity: Theoretical and Empirical Implications for the Study of Civil Conflict," *Journal of Peace Research* 47(3): 273-285. **(PDF online)**.
- ❖ Rotberg, Robert I. 2002. "Failed States in a World of Terror," *Foreign Affairs* 81(4): 127-140. **(PDF online)**.

- ❖ Thies, Cameron G. 2010. “Of Rulers, Rebels, and Revenue: State Capacity, Civil War Onset, and Primary Commodities,” *Journal of Peace Research* 47(3): 321-332. (PDF online).

Feb. 27: No Thought Paper due- Work on your 1st installment of the research paper

Mar. 1: First installment of the research paper (problem statement and annotated bibliography) due.

Week 8:

Mar. 6: Spring Break- No class

Mar. 8: Spring Break- No class

Week 9:

Mar. 13-15: Regime Types and State-Society Relations

- ❖ O'Donnell, Guillermo. 1978. “Reflections on the Patterns of Change in the Bureaucratic-Authoritarian State,” *Latin American Research Review* 13(1): 3-38. (PDF online).
- ❖ Bratton, Michael and Nicolas Van De Walle. 1994. “Neopatrimonial Regimes and Political Transitions in Africa,” *World Politics* 46: 453-489. (PDF online).

EXAMINATION #1 (TAKE-HOME EXAMINATION) WILL BE PROVIDED TO YOU ON MARCH 13, 2018.

Mar. 13: Thought Paper due

Week 10:

Mar. 20-22: Weak States and Patron-Client Politics

- ❖ Mason, T. David. 2004. *Caught in the Crossfire: Revolution, Repression, and the Rational Peasant*. New York, NY: Rowman and Littlefield, Chapter 3- “Dependent Development and the Crisis of Rural Stability”. (PDF online).
- ❖ Scott, James C. 1989. “Everyday Forms of Peasant Resistance,” Ed. by Forrest Colburn. *Everyday Forms of Peasant Resistance* Armonk, NY: Sharpe. (PDF online).

EXAMINATION #1 (TAKE-HOME EXAMINATION) IS DUE ON MARCH 20, 2018.

Mar. 20: Thought Paper due

Week 11:

Mar. 27-29: Ethnicity and Ethnic Conflict

- ❖ Horowitz, Donald. 2000. *Ethnic Groups in Conflict, 2nd edition*. Berkeley, CA: University of California Press, Chapters 1, 2, 3, 4, 5, and 6. (H-2000).

Mar. 27: Thought Paper due.

Week 12:

Apr. 3-5: Transitions to Democracy in the Developing World

- ❖ Huntington, Samuel P. 1991. "How Countries Democratize," *Political Science Quarterly* 106(4): 579-616. **(PDF online)**.
- ❖ Geddes, Barbara. 1999. "What Do We Know About Democratization After Twenty Years," *Annual Review of Political Science* 2: 115-144. **(PDF online)**.
- ❖ Goldstone, Jack A. 2011. "Cross-Class Coalitions and the Making of the Arab Revolts of 2011," *Swiss Political Science Review* 17(4): 457-462. **(PDF online)**.
- ❖ Schmitter, Philippe C. and Terry Lynn Karl. 1991. "What Democracy Is... and Is Not," *Journal of Democracy* 2(3): 75-88. **(PDF online)**.
- ❖ Bratton, Michael. 1997. "Deciphering Africa's Divergent Transitions," *Political Science Quarterly* 112(Spring): 67-93. **(PDF online)**.

Apr. 4: *Deadline for class withdrawal without academic penalty*

Week 13:

Apr. 10-12: Ethnic Divisions and Democracy

- ❖ Horowitz, Donald. 2000. *Ethnic Groups in Conflict, 2nd edition*. Berkeley, CA: University of California Press, Chapters 7, 8, 9, and 10. **(H-2000)**.

Apr. 10: Thought Paper due

Week 14:

Apr. 17-19: Development Traps Revisited

- ❖ Collier, Paul. 2007. *The Bottom Billion*. New York, NY: Oxford University Press, Chapters 2, 3, 4, and 5. Pgs. 17-75. **(C-2007)**

Apr. 17: Thought Paper due

Week 15:

Apr. 24-26: Democracy vs. Conflict

- ❖ Collier, Paul. 2009. *War, Guns, and Votes: Democracy in Dangerous Place*. New York, NY: Harper. (Entire book) **(C-2009)**

Apr. 24: No Thought Paper due- work on 2nd installment of the research paper

Apr. 26: Second installment of the research paper (final draft of the research paper) due.

Week 16:

May 1-3: Third World Development: Resolutions? What Can Be Done?

- ❖ Collier, Paul. 2007. *The Bottom Billion*. New York, NY: Oxford University Press, Chapters 6, 7, 8, 9, 10, and 11. Pgs. 79-192. **(C-2007)**

EXAMINATION #2 (TAKE-HOME EXAMINATION) WILL BE PROVIDED ONE WEEK PRIOR TO THE END OF THE SEMESTER- EITHER ON MAY 1 OR MAY 3.

May 1: No Thought Paper due

May 4: *Last day of classes*

Week 17:

May 7- May 11: *Final Exams (Final Exam Date TBD)*

EXAMINATION #2 (TAKE-HOME EXAMINATION) IS DUE ON THE DATE OF YOUR FINAL EXAMINATION.

May 11: *Last day of Spring semester*

******The instructor reserves the right to modify any course requirements and calendar due dates as necessary to manage and conduct this course.***

Institutional Polices:

***Family Educational Rights and Privacy Act (FERPA)**

FERPA is a federal law that protects your privacy by limiting access to your educational and personal records. Educational and personal information cannot be distributed or discussed with your parents or legal guardians or anyone else without a legitimate education interest without your written permission. Educational and personal information includes your social security number or institutional identification number, citizenship, gender, grades, GPA, or class schedule. Additional information and FERPA waivers (waiver of release of information forms) are available from the registrar or the Office of Student Affairs.

Finally, please note I do not discuss grades electronically. If you wish to discuss your grades, you will need to come to my office during my office hours or by appointment.

***Overall Statement on Academic Support for Traditional Undergraduates:**

Students have academic support resources available to them at no charge. The Academic Support offers course-specific tutoring services, academic coaching services, writing services, and disabilities services. The Writing Center offers tutoring to assist with writing and reading support for any class. The Disability Services office provides impairment-related accommodations consistent with the ADA and its amendments. Academic Coaching offers services where students are paired with an Academic Coach, who can assist the student in various ways. For help or further information, contact the Writing Center at (610) 499-4332; the Disabilities Services at (610) 499-1266; and the Academic Coaching at (610) 499-1193.

***Academic Coaching Statement:**

Academic Coaching offers various resources to assist Widener students with their academic success that is tailored to the student's needs. Students have academic support resources available to them at no charge. Academic Coaching offers assistance on study skills, time management, test taking, academic planning, textbook reading, and note taking. Further information can be found at: <http://www.widener.edu/academics/support/coaching.aspx>. Academic Coaching can be reached at (610) 499-1193 or through Tim Cairy at tjcairy@widener.edu.

***Tutoring Services Statement:**

Tutoring Services offers tutoring for students by trained Widener University students for introductory and upper level courses. Moreover, these services are offered to Widener students at no additional charge outside of your tuition. Further information can be found at: <http://www.widener.edu/academics/support/tutoring/>. Tutoring Services is located at 522 E. 14th Street in Pineapple House (9:00 AM- 5:00 PM Monday through Friday) or via email at: tutoringservices@widener.edu.

***Writing Center Statement for Regular/Day Courses:**

You are encouraged to visit the Writing Center early and often throughout the semester to help build a strong foundation for writing in this course and in all of your courses. The center's peer tutors and director will work with you at any stage of the writing process, from developing and organizing ideas to revising and editing drafts. Tutors are also available to discuss and practice approaches to managing the college reading workload and reading more effectively. The center is located on the first floor of the Old Main Annex and can be reached at (610) 499-4332. Appointments are strongly recommended to ensure availability particularly during midterms or the end of the semester.

***ADAA Statement on Services for Students with Disabilities:**

Consistent with the ADAA and section 504 of the Rehabilitation Act, Widener University welcomes students with disabilities into the college's educational programs. If you need impairment-related academic adjustments in this course, please contact Anna Bachus, Director of Disability Services, by email at apbachus@widener.edu, by phone at (610) 499-1266, or at the office of Disability Services at 520 East 14th Street. It is important to make this request as soon as possible so that we will have time to make any necessary arrangements.

***Withdrawal:**

During the drop/add period as established by the registrar, students can drop or add classes at any time online. If a student cannot add a course online, the student will need to bring a Registration form signed by his or her advisor to Enrollment Services in Lipka Hall.

After the first six days, any student desiring to withdraw from a course must submit to the Enrollment Services a Registration form signed by his or her advisor and the instructor of the course. Any student who withdraws from the course after the first six days but before the last four weeks of the semester will be given a grade of "W" (Withdrawal). A "W" will not affect the student's cumulative average.

If a student drops a course during the last four weeks of the semester without the signed approval of the associate provost or stops attending a class at any time without officially withdrawing from the class through Enrollment Services, the student will receive a grade of “F” for the course.

***Harassment Policy:**

It is the policy of Widener University not to discriminate on the basis of sex, gender, pregnancy status, age, race, national origin or ethnicity, religion, disability, status of veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, marital status, or genetic information in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities. This policy is enforced under various federal and state laws including Title VII of the Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and the Americans with Disabilities Act.

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination based on sex and gender in educational programs and activities that receive federal financial assistance. Title IX also protects students and employees from unlawful sexual harassment (including sexual violence) in university programs and activities. In compliance with Title IX, the university prohibits discrimination and harassment based on sex in employment as well as in all programs and activities.

The university’s Title IX coordinator monitors compliance with Title IX and its accompanying regulations. Individuals with questions or concerns about Title IX and/or those who wish to file a complaint of noncompliance may contact the Title IX coordinator or deputy coordinators: The university’s Title IX coordinator is Assistant Director for Employee Relations Grace Karmioli, One University Place, Chester, PA 19013; telephone: (610) 499-1301; email: gckarmioli@widener.edu.

***Academic Integrity Policy:**

Cheating, plagiarism, and other attempts to engage in academic fraud will not be tolerated in this class. A full definition of these concepts is available in the Standards for Academic Integrity in the Widener University *Undergraduate Catalog*.

Plagiarism is a particularly prevalent method of academic fraud. The *Undergraduate Catalog* states that “(p)lagiarism- submitting the work of others as one’s own- is a serious offense. In the academic world, plagiarism is theft. Information from sources- whether quoted, paraphrased, or summarized- must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source. Merely rearranging a sentence or changing a few words is not sufficient.”

“Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties.”

Also, “(s)tudents are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.”

For more information on Academic Integrity, see pages 22 and 23 of the *Undergraduate Catalog*.

Plagiarism/cheating in this course will result in an instant failure for the semester. This applies to any work submitted for the course, including, but not limited to, take home tests, tests, quizzes, and papers. Ignorance is not an acceptable excuse. If you have any questions on plagiarism, please contact me. You may also wish to consult the OWL Purdue Online Writing Lab website on plagiarism: <https://owl.english.purdue.edu/owl/resource/589/01/>.

***General Statement:**

The instructor reserves the right to modify any course requirements and calendar due dates as necessary to manage and conduct this course. Students are responsible for contacting the instructor and seeking clarification of any requirement that is not understood.