Politics of the Developing World

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University of Pittsburgh – Bradford
Fall 2013

PS 1355-2010:   Politics of the Developing World
Class Times: Mon/Wed/Fri: 10-10:50 am
Class Location: Swarts Hall 110
Office Hours: Mon/Wed/Fri: 11 am–12 pm, Thurs: 8:30–11:30 am, and by appointment
Office Location: Swarts Hall 217B
Office Phone: 814-362-7586
Contact E-mail: hdevries@pitt.edu
Course Website: https://courseweb.pitt.edu/webapps/login/

Course Description:

Welcome to Politics of the Developing World. This course is divided into three sections. The first section of the course focuses on the textbook entitled "Politics in the Developing World" (PDW) and will end with a cumulative essay-based exam. The next section will concentrate on a series of scholarly journal article readings tied to important themes in development. Students will write discussion board responses to 6 of the article readings, which will be used to stimulate class discussion. Students will have some leeway in selecting an article from the list in the syllabus to read for each of the themes, so that they can cater their choice to their personal interests. In the last section of the course, student groups will make presentations on chapter readings in the "Half the Sky" textbook, which will be used in stimulating conversation in class. During the final exam session, students will submit their written Grant Proposal and participate in the roundtable discussion of the Grant Proposals.

Topics that will be covered in the first section of the course include the distinction of human versus economic development, the theoretical debates about how to best promote development, factors influencing development and poverty, and strategies for poverty reduction. As we progress further through article readings, issue areas that will be discussed include neoliberalism versus structuralism; the impact of the World Bank and International Monetary Fund on development reform; water management; forestry; agriculture; sustainable development; sustainable tourism; public health; HIV/AIDS; education; urbanization, development assistance and foreign aid; micro-finance and micro-credit; fair trade; trade in commodities; bottom-up approaches; the role of NGOs; and new directions for development in Africa. The "Half the Sky" presentations will explore gender, and how empowering women and girls may impact prospects for development. The course culminates with a project in which students prepare development grant proposals which are submitted and presented during the final class session scheduled during the final exam time slot.

Course Objectives:

1. Students will learn about the theories and underlying assumptions driving research about international development and about different global perspectives concerning development.

2. Key problems in international development will be examined, and students will learn about the different approaches many countries are taking in addressing these issues.
3. Students will gain familiarity with the research literature concerning international development and in synthesizing and analyzing these articles both verbally and in writing.
4. Students will apply their knowledge via a grant-writing assignment, which will provide valuable experience in balancing the desired project outcomes, the socio-cultural, political and economic context, clients' needs and interests, and potential funders' needs and interests.

Required Textbooks:

Burnell, Peter, Vicky Randall, and Lise Rakner. 2011. "Politics in the Developing World, 3rd ed." Oxford University Press. ISBN-13: 9780199570836. (Also listed as "PDW").

Kristof, Nicholas D., and Sheryl Wudunn. 2009. "Half the Sky: Turning Oppression into Opportunity for Women Worldwide." Random House. ISBN-13: 9780307387097. (Also listed as "HTS.")

Readings:

The assigned materials should be read before class on the date they are listed in the schedule at the end of the syllabus. Some of the readings are research articles available via the college library's databases. They will be available via hyperlinks on the course website, or can be obtained by using the library's online search mechanism.

Grading Distribution: (out of 100 possible points for the course)

- Participation and Engagement in Class and in Grant Proposal Roundtable (20 points)
- Exam (25 points)
- 6 Discussion Board Responses to Articles (30 points, 5 points each)
- Presentation Linked to Half the Sky Chapter Reading (5 points)
- Grant Proposal (20 points)

Participation and Engagement in Class and in Grant Proposal Roundtable

Students can earn a maximum of 20 points toward the final grade via participation and engagement in class and in the grant proposal roundtable during the final exam session. Students are expected to attend all course sessions punctually and actively participate in the course activities, presentations of the cases in the textbook, debates, and article discussions. This course involves a lot of discussion of assigned article readings, and students are expected to come to class prepared to discuss the readings. (Sometimes students will be assigned specific articles or cases to focus on in their class preparation.) Students who are habitually late or excessively absent will receive point deductions. Class discussions are expected to be of a high caliber, involving critical analysis, grounded with concrete evidence. Please consider both sides, be respectful of others' opinions, try to understand their perspective, and take turns as the devil's advocate, arguing an unpopular position. Intensive reading is required for the course, and students are expected to come to class having completed the day's scheduled reading assignment (either a chapter in the textbook and/or a research article).

There are 11 dates on which students will be assigned research articles to prepare for class discussion. At the end of the syllabus there is a list of articles for each theme, and students may use their discretion in selecting an article that interests them the most. On 6 of these dates, students are expected to submit a Discussion Board response to the article which will be used to stimulate discussion. Each student will be assigned one group presentation of a Half the Sky chapter reading, which will be used to start off discussion as well.

The instructor will post links to some research articles on the course website in advance of the session, using the stable URL provided by the library databases which students have access to. Other articles can be accessed by students via the online library databases. Students are expected to devote about 1 hour to reading and analyzing each of the research articles. Students' insightful participation in the classroom discussion is expected to demonstrate how they are applying their own ideas, other examples, and critical thinking in response to the readings. It is also expected that students follow international news coverage on a weekly basis and tie examples from news coverage into class discussions.

Intensive reading is required for the course, and students are expected to come to class having completed the day's scheduled reading assignment and prepared to discuss the reading. If students are not prepared to discuss the readings, the instructor will assign students to prepare and submit written outlines and analyses of all the readings. You should also make it a habit to review pertinent international news coverage, especially on the BBC. Students are particularly encouraged to search for recent news coverage concerning International Development.

Exam

There is 1 exam, worth up to 25 points, scheduled for Monday, October 21. This essay-based exam covers all the material presented during the first half of the course, including the "Politics of the Developing World" textbook. The exam format will be discussed in class, several sessions in advance of the actual exam session. Additionally, the instructor will provide students with a review sheet which contains study questions. Please note: if students are not participating in class or keeping up with the readings, the instructor may announce a quiz for the next class, which will count as part of the exam score.

6 Discussion Board Responses to Articles

After the Exam, the following 11 class sessions will concentrate on a series of scholarly journal article readings tied to important themes in development. Students will write discussion board responses to 6 of the article readings, which will be used to stimulate class discussion. Students will have much leeway in selecting an article from the list in the syllabus to read for each of the themes, so that they can cater their choice to their personal interests. Students may decide themselves which articles to write Reaction Papers about, but it is requested that they try to alternate class sessions. Each discussion board response is worth up to 5 points and should be submitted before class starts.

Students should devote one hour to reading and analyzing the article. Discussion Board Responses should be 1.5 to 2 pages long double-spaced, clearly summarize key points and examples from 2-3 of the readings, and also bring in the students' own opinions and analysis. These papers should give students an opportunity to show that they have completed the readings and understood the key points, but also bring in interesting debates and serve as a spur for

discussion. Simply saying "I (don't) like …" is not critical analysis; please be more specific in your analysis and feel free to ask interesting questions.

Students will be expected to cite research articles and other sources in the papers. The Chicago Manual of Style (with parenthetical citations in the body of the paper and references at the end) should be applied: http://www.chicagomanualofstyle.org/tools_citationguide.html For example, I might discuss Oxfam (Aaronson and Zimmerman 2006). Any material I cited in my reaction paper, would also need to be included in the References list (see below).

<div align="center">References</div>

Aaronson, Susan A., and Jamie M. Zimmerman. 2006. "Fair Trade? How Oxfam Presented a Systemic Approach to Poverty, Development, Human Rights, and Trade." *Human Rights Quarterly* 28(4): 998-1030.

The instructor may ask students to submit the assignment to Safe Assign or http://turnitin.com/.

Presentation Linked to Half the Sky Chapter Reading

In the last section of the course, small student groups will make presentations on chapter readings in the "Half the Sky" textbook, which will be used in stimulating conversation in class. The "Half the Sky" presentations will explore gender, and how empowering women and girls may impact prospects for development. The presentation is worth up to 5 points. Students are expected to work together creatively in preparing an engaging demonstration that draws connections between the readings and concrete examples.

Grant Proposal (20 points)

Each student will be assigned a particular country that is in need of development assistance. Students will specialize in that country, learning about the political, cultural, economic, and historic context. Additionally, students will evaluate the development needs of the country and learn about the types of development assistance being offered by non-governmental organizations (NGOs) as well as the aid being offered via international organizations (e.g., the World Food Program) and via foreign aid. After discussing the domestic context, as well as assessing development priorities and current development needs, students will write a project proposal for a development grant that aims to meet these needs in appropriate ways. Students should demonstrate that they have taken into consideration the concerns raised during the class, such as the sustainability of the project and local autonomy, interests, and values as well as the interests of the donor that they have chosen to cater the grant proposal to. During the final exam session, students will submit their written Grant Proposal to be graded. The assignment is worth up to 20 points. A good paper will be at least 8-10 pages long, and include analysis of at least 7 research articles. Additionally, students are expected to participate in the roundtable discussion of the Grant Proposals, which will occur during the scheduled exam session.

Grading Policy:

When students receive grades on any individual assignment, your raw score is listed (the points received for that assignment). At the end of the semester, all these scores are added up. The maximum number of points a student can receive is 100 points. Listed below is the system by which the total sum of grades (also a percentage) will be converted to a final letter grade.*

90.0-92.99 % = A-;	93.0-96.99 % = A;	97.0-100.00% = A+;
80.0-82.99 % = B-;	83.0-86.99 % = B;	87.0-89.99 % = B+;
70.0-72.99 % = C-;	73.0-76.99 % = C;	77.0-79.99 % = C+;
60-62.99% = D-;	63.0-66.99 % = D;	67.0-69.99 % = D+;
		59.99% and lower = F

* Please note that if a student engages in academic misconduct such as plagiarism or if the student accumulates an extended period of unexcused absences, the instructor may revert the student's final grade to the grade of F, regardless of the sum of grades.

Late Assignment Policy:

Our reading and homework schedule must be adhered to in a timely matter. Assignments must be printed and turned in on time at the beginning of class on the date they are due. After this deadline, the following deductions for lateness may take place:
- Assignment received within the first 24 hours: -10% value of assignment.
- Assignment received within the first 48 hours: -20% value of assignment.
- Unless there are mitigating circumstances and the student has previous written approval from the instructor for an extension, assignments received over 48 hours past the deadline will NOT be accepted any longer and will be assigned 0 points.

Tips Regarding Your Papers:

Tips Concerning Submitting Assignments:
- You are expected to submit both paper and electronic copies of any paper assignments. Paper copies are due in person at the start of the class session. Electronic copies are due on the course website, before class starts. You can copy and paste the text of the paper into the assignment text block, but you can also attach it as a Microsoft Word file.
- It is your responsibility to be sure that you check any assignment you submit to be certain that you have submitted the correct, full version of the assignment and attached a properly formatted list of references.

Tips Concerning the Formatting of Your Papers:
- Microsoft Word document
- Times New Roman, size 12 point font
- Double-spaced, 1 inch margins
- No title page, but a paper title should be listed
- Header on each page with your name and the page number
- Indent new paragraphs
- Italicized headings to clarify sections
- Inclusion of parenthetical citations and a list of references

Tips Concerning Writing Your Papers:
- The top of the first page should include your typed name and the title of the paper.
- Please include clear introductory and concluding paragraphs.

- Each paragraph should have introductory and concluding sentences that explain what idea you are developing in the paragraph, and how it relates to what precedes or follows.
- Use varied transitions to emphasize how your argument is developing.
- Paragraphs should be at least 4-5 sentences long, on average. They should be clearly focused topically, and if you have a 2 sentence paragraph that should be an indicator to you that there are ideas which need development or reorganization.
- On the other hand, paragraphs should not be so extensive that they run longer than half a page to two-thirds of a page in length. If you notice that you have a paragraph that is too long, find a way to break it down into two paragraphs, based on the content.
- Be careful to edit your writing extensively for grammar, clarity, and parsimony. Often when a sentence is excessively long, you need to break it down into two sentences. Check that each sentence clearly conveys what you mean, and make sure it has a subject, verb, et cetera. When you read each sentence, consider whether, if you had no previous information, the statement would be comprehensible to you.
- Make use of peer review at the Writing Center.
- A separate page, titled References, that lists references in the Chicago Style format (http://www.chicagomanualofstyle.org/tools_citationguide.html) should be included. These sources should be sorted alphabetically by first authors' surnames. Any source cited parenthetically should be included in the list of references.

Tips for Finding Useful Research Articles:

Research articles typically are 15-25 pages long, and they present competing theoretical arguments which are tested empirically with evidence.
To access any of the databases listed below where you can search for articles:
    http://www.library.pitt.edu/db/all
To access any of the journals listed below and search for articles:
    http://www.library.pitt.edu/ejournals
In case you are in need of help, there are a variety of ways to get assistance at the library:
    http://www.library.pitt.edu/bradford

Databases I recommend include:
Academic Search Premier
EBSCOhost
Project MUSE
JSTOR
PAIS International
Oxford University Press
Columbia International Affairs Online
Worldwide Political Science Abstracts
IngentaConnect
Blackwell Publishing
Wiley
Sage Journals Online

Key journals in International Relations and Comparative Politics

American Journal of International Law
Comparative Politics
Comparative Political Studies
Democratization
European Journal of International Law
Global Governance
International Affairs
International Studies Quarterly
International Organization
Journal of Democracy
Journal of International Affairs
Journal of International Law and International Relations
The Journal of Politics
Political Science Quarterly
Political Studies
Politics and Society
Political Research Quarterly
PS, Political Science & Politics
Review of International Studies

Journals dealing with different regions of the world
African & Asian Studies
African Studies Review
American Journal of Political Science
American Political Science Review
Asian Affairs
Asian Journal of Political Science
Asian Studies Review
British Journal of Political Science
British Journal of Politics and International Relations
Canadian Journal of Political Science
Comparative Studies of South Asia, Africa and the Middle East
European Journal of International Relations
European Journal of Political Research
European Review of Latin American & Caribbean Studies
European Union Politics
International Journal of Asian Studies
International Journal of Middle East Studies
Journal of Asian and African Studies
The Journal of Asian Studies
Journal of Contemporary African Studies
Journal of Contemporary Asia
Journal of Latin American Studies
Journal of Southern African Studies
Latin American Politics and Society
The Middle East Journal

Third World Quarterly
Middle East Policy
Middle East Quarterly (useful but often not empirical)
Middle Eastern Studies
West European Politics

Journals focused on Development and Developing Countries
European Journal of Development Research
Gender and Development
Gender, Technology and Development
Journal of Development Studies
Journal of International Development
Journal of International Relations and Development
Journal of Third World Studies
Progress in Development Studies
Third World Quarterly

Journals focused on Gender
Asian Journal of Women's Studies
European Journal of Women's Studies
Gender and Society
Journal of International Women's Studies
Journal of Middle East Women's Studies
Middle East Women's Studies Review
Politics & Gender

Journals focused on Human Rights
Human Rights Quarterly
International Journal of Human Rights
Law and Practice of International Courts and Tribunals

Journals focused on Civil Society
Mobilization
Nonprofit and Voluntary Sector Quarterly
Nonprofit Management & Leadership
Voluntas

Journals focused on the Media
European Journal of Communication
Global Media and Communication
International Journal of Communication
International Journal of Press/Politics
International Journal of Media & Cultural Politics
New Media & Society
Media, Culture & Society
Political Communication

Journals focused on the Environment
African Journal of Ecology
Environment, Development and Sustainability
Environmental Politics (articles can be requested via inter-library loan)
Global Environmental Politics
International Environmental Agreements: Politics, Law and Economics
International Journal of Sustainable Development and World Ecology
The Journal of Environment and Development
Review of European Community & International Environmental Law

Journals focused on Social Policy
Global Social Policy
Journal of European Social Policy
Journal of Policy Reform
Journal of Poverty
Social Policy (useful but often not empirical)

Journals focused on Immigration, Migration, Citizenship, and Refugee Issues
Citizenship Studies
European Journal of Migration and Law
Immigrants & Minorities
International Journal of Migration, Health & Social Care
International Migration
Journal of Immigrant & Refugee Services
Journal of Immigrant & Refugee Studies

Journals focused on Public Health
African Journal of Reproductive Health (useful but often not empirical)
American Journal of Public Health
European Journal of Public Health
Health Expectations (useful but often not empirical)
Journal of Health and Social Policy
Journal of HIV/AIDS & Social Services
Journal of Public Health Policy
Journal of Social Development in Africa

Journals focused on Peace, Conflict, and Conflict Resolution
Cooperation and Conflict
Conflict Management and Peace Science
International Journal of Conflict Management
International Journal of Peace Studies
International Negotiation
Journal of Conflict Resolution
Journal of Peace Research
Mobilization

Peace and Conflict

Journals focused on Defense, Foreign and Security Policy
Defence & Peace Economics
Defence Studies
Diplomacy and Statecraft
European Foreign Affairs Review
Foreign Affairs (useful but often not empirical)
Foreign Policy (useful but often not empirical)
Global Governance
International Negotiation
International Security
Journal of Human Security
Studies in Conflict and Terrorism

Journals focused on Criminal Justice
British Journal of Criminology
Canadian Journal of Criminology
European Journal of Crime, Crime Law, and Criminal Justice
European Journal of Criminology
Global Crime
International Criminal Law Review

Journals focused on Political Economy
International Journal of Political Economy
Journal of Political Economy
Oxford review of Economic Policy
Review of International Political Economy
Review of Political Economy

Questions to Consider in Evaluating Research Articles:

1. Arguments in the Literature: What are the most important RIVAL or competing arguments about the topic that are discussed? Which possible causal factors are considered?
2. Trends in the Literature: What are the important trends/findings about the topic that are mentioned?
3. Results: What evidence/data is collected and presented by the author(s)? What are the key findings?
4. Conclusions: What are the main conclusions drawn by the author(s) in light of this evidence? Which arguments are supported or refuted by the evidence that they collected?
5. Critically analyze the arguments being tested, the research design, the results, and the conclusions drawn in the article.
6. Are there new developments that this article may or may not apply to? How?

Academic Integrity:

Members of the University community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others, face harsh penalties, including permanent dismissal. Incidents of forged signatures that are associated with any academic endeavor at Pitt-Bradford, in addition to being a criminal offense, are viewed as violations of academic integrity. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances. Violations of academic integrity will be tracked by the Dean of Academic Affairs. Refer to the Pitt-Bradford Student Handbook for general guidelines on academic integrity. Copies of the complete Guidelines on Academic Integrity are available in the Office of the Dean of Academic Affairs (232 Swarts Hall.) The following links may be useful:

> *Pitt-Bradford's Student Handbook*:
> http://www.upb.pitt.edu/uploadedFiles/Student_Life/Student-Services/StudentHandbook2012-2013.pdf
> *The Provost's sites on academic integrity:*
> http://www.provost.pitt.edu/info/acguidelinespdf.pdf
> http://www.provost.pitt.edu/info/ai1.html

All your assignments will be checked to ensure that your writing is original and you are properly citing ideas that are not yours originally. Your writing will be checked using the SafeAssign tool in Blackboard, and the instructor may ask you to submit your assignment to http://turnitin.com/. Your paper will be submitted and checked against the institutional and global references databases of papers, journal articles, and material available on the Internet.

Academic Honesty Provisions:

You must properly cite your work using the Chicago Manual of Style. Any quotations should be accompanied by both quotation marks and a parenthetical citation, and any ideas not originally your own but which are paraphrased should be accompanied by a parenthetical citation. Information which is not general knowledge should be substantiated using parenthetical citations. Each parenthetical citation should be accompanied by a reference list entry at the end of the paper. **PLEASE NOTE: You should be paraphrasing ideas in your own words and rarely use quotations. I expect to see many citations and references which are correctly formatted.**

- Please refer to this link for help on citation: http://www.chicagomanualofstyle.org/tools_citationguide.html
- Please pair an in-text parenthetical citation (T) with a reference list entry (R) at the end of a paper. An example of an in text citation follows (Goldsmith and Wu 2006). A sample reference list entry is also included below:
    o Goldsmith, Jack, and Tim Wu. 2006. "How Governments Rule the Net." In *Who Controls the Internet? Illusions of a Borderless World*, ed. Jack Goldsmith and Tim Wu, 65-85. New York: Oxford University Press.
- All sources, including (but not limited to) books, chapters in edited volumes, journal articles, newspaper articles, websites, official government documents, and interview transcripts should be cited and included in the list of references.

- Note: <u>Wikipedia is NOT an acceptable source</u> because it is an open source website subject to considerable bias, but you may use it to access hyperlinks to primary source material.
- It is not appropriate to merely "paste" quotes into a paper. They should be used selectively (ideally no more than one quote per paragraph). Quotes should be introduced and followed by at least one sentence explaining their relevance. Be sure to place "" marks around quotations.
- Make sure that you properly paraphrase your sources, truly putting ideas into your own words. Just changing a word or two, moving around words in a quote, is <u>not</u> paraphrasing. In fact, if you retain parts of a quote, you should leave quotation marks around those groupings of words and include a citation. If you mention a theoretical argument or concept introduced by someone else, you should use quotation marks around the name of the concept/argument the first time that it is mentioned and attribute the concept to them using a citation.

After reviewing these materials, please let me know if you have any questions.

Ramifications of Your Professionalism:

Please realize that your professionalism is something that I will gauge on several fronts, and it certainly will be essential in determining whether I will be willing to serve as a reference on your behalf in the future. Please take this into consideration in deciding how you wish to engage with the course, your colleagues, and your instructor. Below are some factors that I will take into consideration. Please realize that they are all important, and that other factors also influence my decisions concerning serving as a reference or writing letters of recommendation, including the timing of a request. Many of these characteristics are also important considerations in hiring or admission decisions made by prospective employers and graduate programs.

- Enthusiasm, initiative, and active learning
- Demonstrated punctuality and reliability
- Professional behavioral conduct and demeanor
- Quality of work and work ethic
- Originality and creativity
- Critical thinking, especially in analyzing research
- Communication, presentation, and listening skills
- Quality of writing, editing, and revision
- Academic honesty and integrity
- Knowledge and comprehension of key theories and concepts
- Ability to apply knowledge to concrete examples and policy-making trends
- Ability to consider divergent perspectives and engage in respectful debate
- Leadership, teamwork and quality of cooperation with other students

Attendance:

Students are expected to attend class, having prepared the day's readings, and ready to participate fully in classroom activities. If you miss the attendance, it is your responsibility to make sure to remedy that at the end of class by speaking with the instructor. <u>On dates when exams are scheduled, assignments are due, or in-class presentations or activities are scheduled,</u>

attendance is required. On other dates of the class, students are permitted <u>two unexcused absences</u>, but are then also themselves responsible for arranging to get missing lecture notes from other students. I urge students to be careful not to miss class sessions, because it is very easy to get lost if you do.

When students have accumulated <u>three or more unexcused absences</u>, the instructor may decide to give the student a failing grade in the course or deduct a penalty from the participation grade. Students will not be penalized for excused absences and will be given a reasonable amount of time to make up missed work, provided they take contact with the instructor in advance and provided they submit the necessary documentation. On a case by case basis, the instructor will consider extenuating circumstances, but it is the student's obligation to be proactive about maintaining contact with the instructor.

Class Cancellation Procedures:

In the event that a class is cancelled, students will receive an e-mail informing them of the cancellation, and a notice will be posted on the classroom door. Please bear in mind that sometimes emergencies or unforeseen circumstances may prevent timely notification --- but all possible efforts will be made to ensure that you are informed in a timely manner.

Some things you can do to make sure you know when a class has been canceled:
- Check your Pitt email before you leave for class
- Check CourseWeb for any possible notifications: https://courseweb.pitt.edu/
- Make sure your contact information is up-to-date: https://my.pitt.edu/
- Register for Pitt's Emergency Notification Service: http://technology.pitt.edu/portal/emergency.html
- Contact Behavioral and Social Sciences division secretary Brenda Brandon: 814-362-7620/Swarts 203A

Severe Weather Policy:

Pitt-Bradford's general severe weather policy is to remain open in all but the most extreme circumstances. However, faculty, staff, and students must use their own discretion in deciding whether it is possible to safely come to class or report for work. In case of inclement weather, please check your Pitt email and CourseWeb for any possible notifications from the instructor. Students will not be penalized for weather-related absences, but are responsible for contacting the instructor and submitting coursework in a timely fashion, if applicable.

Our Classroom Environment:

Every student brings to the classroom a unique point of view. Everyone has different experiences and different backgrounds. We tend to think and learn in our own way, based in part on our own social and cultural background. Therefore, we have all formed opinions and perspectives that may or may not be shared by others. However, we should all treat each other with respect and decency. In this course, we may look at controversial topics that can provoke strong responses. While I encourage students to engage in discussion about such, I also expect all students to do so with civility, respect, and integrity. To establish a comfortable learning environment, we must have mutual respect and civility. This includes coming to class on time

and discussing things in an academic, rather than a personal manner. While in class, please refrain from talking or reading about non-course-related material, including on electronic devices.

General Statement of Student Responsibilities:

"As a student at Pitt-Bradford, you have been given the opportunity to study and earn your University of Pittsburgh degree. As a university that takes teaching and learning seriously, Pitt-Bradford prides itself on being a "community of learners." By this, we mean that all of us – students, faculty and staff – take active roles in the teaching and learning process. One cannot be a passive learner at Pitt-Bradford" (Student Handbook, 2009-2010). In addition to the requirements as outlined for this particular course, as a member of the faculty responsible for carrying out the "community of learners" mission, I understand you as a Pitt-Bradford student to have the following responsibilities:

1. While faculty and academic support personnel are readily available to teach, guide, and assist you, the primary responsibility for learning and your education is yours.
2. While all faculty, academic advisors, and academic support personnel are available to assist you, it is your responsibility to communicate with your advisor and/or course instructor when necessary, and it is your responsibility to be familiar with all relevant university policies and processes.
3. While many students must maintain multiple responsibilities, including work and family, it is your responsibility to make academics – to the greatest degree possible – your highest priority.
4. While a full university experience should include cultural, social and recreational endeavors, it is your responsibility to manage your time such that as a rule, several hours of work outside the classroom are available for each hour of class time.

Electronic Devices:

Please keep electronic devices stowed away with the volume turned off during class and leave them at home during exams. However, if you are using a device like a smartphone, i-pad, or laptop to take notes, work on an assignment, or search for relevant information, you are more than welcome to do so during class but not during exams. Students should take heed that the instructor will take note of any misuse of such devices for other purposes, such as text-messaging. Students should ask permission before they record any lectures, presentations, or discussions (delivered by the professor or by others).

Caveat Concerning the Flexibility of the Course Syllabus:

The instructor reserves the right to make changes in the course based on factors such as developments in international affairs, class discussion, the availability of reading materials, and the performance of the class. Major changes will be announced via an e-mail to the class, and the posting of an updated syllabus. Although such changes will not occur on a weekly basis, some adjustments during the semester may occur so as to maximize students' learning.

AccessAbility Services:

If you have a documented learning, physical or emotional disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services coordinator, Carma Horner (clh71@pitt.edu, 202 Hanley Library, 814-362-7609), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Writing Assistance:

The Writing Center in Hanley Library (Room 250) is a useful place to get some help on writing if needed: http://www.upb.pitt.edu/writingcenter/

Tentative Course Schedule:

Class	Date	Topics	Readings	Assignments, Exams, and Preparation
1	Monday, August 26, 2013	Introduction to Course	Syllabus	
2	Wednesday, August 28, 2013	Analytical Approaches to the Study of Politics in the Developing World	PDW Chapter 1	
3	Friday, August 30, 2013	Colonialism and Post-Colonial Development	PDW Chapter 2	
	Monday, September 02, 2013	Labor Day (No Class)		
4	Wednesday, September 04, 2013	Institutional Perspectives	PDW Chapter 3	
5	Friday, September 06, 2013	The Developing World in the Global Economy	PDW Chapter 4	
6	Monday, September 09, 2013	The Developing World in International Politics	PDW Chapter 5	
7	Wednesday, September 11, 2013	Inequality	PDW Chapter 6	
8	Friday, September 13, 2013	Ethnopolitics and Nationalism	PDW Chapter 7	
9	Monday, September 16, 2013	Religion	PDW Chapter 8	

10	Wednesday, September 18, 2013	Women and Gender	PDW Chapter 9	
11	Friday, September 20, 2013	Civil Society	PDW Chapter 10	
12	Monday, September 23, 2013	People Power and Alternative Politics	PDW Chapter 11	
13	Wednesday, September 25, 2013	Theorizing the State	PDW Chapter 12	
14	Friday, September 27, 2013	From Conflict to Peacebuilding	PDW Chapter 13	
15	Monday, September 30, 2013	Democratization	PDW Chapter 14	
16	Wednesday, October 02, 2013	Governance and Aid Conditionality in a Globalizing World	PDW Chapter 15	
17	Friday, October 04, 2013	Development	PDW Chapter 16	
18	Monday, October 07, 2013	Environment	PDW Chapter 17	
19	Wednesday, October 09, 2013	Human Rights	PDW Chapter 18	
20	Friday, October 11, 2013	Security	PDW Chapter 19	
	Monday, October 14, 2013	Fall Break (No Class)		
21	Tuesday, October 15, 2013	Please note that class meets on Tuesday: Reconfiguring the Political Order	PDW Chapter 20	
22	Wednesday, October 16, 2013	Military in Politics Versus Democratic Advance	PDW Chapter 21	

		Underdevelopment and Development; South-South Relations and the Changing Landscape of International Development Cooperation		
23	Friday, October 18, 2013		PDW Chapters 22 and 23	
24	Monday, October 21, 2013	**Exam**		**Exam**
25	Wednesday, October 23, 2013	Human Development; Poverty Reduction	Select an article reading from one of these categories in the syllabus, access it via the library databases, and write a discussion board response to prepare to discuss the article in class.	**Discussion Board Response due**
26	Friday, October 25, 2013	Neoliberalism versus Structuralism; the World Bank, International Monetary Fund, and Development Reform	Select an article reading from one of these categories in the syllabus, access it via the library databases, and write a discussion board response to prepare to discuss the article in class.	**Discussion Board Response due**
27	Monday, October 28, 2013	Water Management; Rural Development, Mining, Forestry, Farming, Fishing, and Conservation	Select an article reading from one of these categories in the syllabus, access it via the library databases, and write a discussion board response to prepare to discuss the article in class.	**Discussion Board Response due**
28	Wednesday, October 30, 2013	Sustainable Development; Sustainable Tourism	Select an article reading from one of these categories in the syllabus, access it via the library databases, and write a discussion board response to prepare to discuss the article in class.	**Discussion Board Response due**

			Select an article reading from one of these categories in the syllabus, access it via the library databases, and write a discussion board response to prepare to discuss the article in class.	
29	Friday, November 01, 2013	Public Health; HIV/AIDS and Development	Select an article reading from one of these categories in the syllabus, access it via the library databases, and write a discussion board response to prepare to discuss the article in class.	**Discussion Board Response due**
30	Monday, November 04, 2013	Children, Education and Development; Urbanization and Development	Select an article reading from one of these categories in the syllabus, access it via the library databases, and write a discussion board response to prepare to discuss the article in class.	**Discussion Board Response due**
31	Wednesday, November 06, 2013	Development Assistance and Foreign Aid; Security and Development Aid	Select an article reading from one of these categories in the syllabus, access it via the library databases, and write a discussion board response to prepare to discuss the article in class.	**Discussion Board Response due**
32	Friday, November 08, 2013	Micro-finance, Micro-credit, and Development	Select an article reading from one of these categories in the syllabus, access it via the library databases, and write a discussion board response to prepare to discuss the article in class.	**Discussion Board Response due**
33	Monday, November 11, 2013	Fair Trade; Trade in Commodities (Oil, Diamonds, Chocolate, Flowers) and Development	Select an article reading from one of these categories in the syllabus, access it via the library databases, and write a discussion board response to prepare to discuss the article in class.	**Discussion Board Response due**

34	Wednesday, November 13, 2013	Bottom-Up Approaches to Development; NGOs and Development	Select an article reading from one of these categories in the syllabus, access it via the library databases, and write a discussion board response to prepare to discuss the article in class.	**Discussion Board Response due**
35	Friday, November 15, 2013	Assessing New Directions for Development in Africa	Select an article reading from one of these categories in the syllabus, access it via the library databases, and write a discussion board response to prepare to discuss the article in class.	**Discussion Board Response due**
36	Monday, November 18, 2013	The Girl Effect; Emancipating Twenty-First Century Slaves; Prohibition and Prostitution	HTS Introduction and Chapters 1 and 2	**Presentations Linked to Chapter Readings**
37	Wednesday, November 20, 2013	Learning to Speak Up; Rule by Rape	HTS Chapters 3 and 4	**Presentations Linked to Chapter Readings**
38	Friday, November 22, 2013	The Shame of 'Honor;' Maternal Mortality-One Woman a Minute	HTS Chapters 5 and 6	**Presentations Linked to Chapter Readings**
39	Monday, November 25, 2013	Why do Women Die in Childbirth? Family Planning and the 'God Gulf'	HTS Chapters 7 and 8	**Presentations Linked to Chapter Readings**
	Wednesday, November 27, 2013	Thanksgiving Break (No Class)		
	Friday, November 29, 2013	Thanksgiving Break (No Class)		
40	Monday, December 02, 2013	Is Islam Misogynistic?Investing in Education	HTS Chapters 9 and 10	**Presentations Linked to Chapter Readings**

41	Wednesday, December 04, 2013	Microcredit: The Financial Revolution; The Axis of Equality	HTS Chapters 11 and 12	**Presentations Linked to Chapter Readings**
42	Friday, December 06, 2013	Grassroots vs. Treetops; What You Can Do	HTS Chapters 13 and 14	**Presentations Linked to Chapter Readings**
43	Thursday, December 12, 2013	**Grant Proposal Roundtable** on Thursday, December 12, 3-5 pm		**Grant Proposal Due; Grant Proposal Roundtable during Exam Time Slot**

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Sustainable Development:

Attfield, Robin, Johan Hattingh, and Manamela Matshabaphala. 2004. "Sustainable Development, Sustainable Livelihoods and Land Reform in South Africa: A Conceptual and Ethical Inquiry." *Third World Quarterly* 25(2): 405-21.

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Altman, Miriam. 2006. "Wage Determination in South Africa: What Do We Know?" *Transformation: Critical Perspectives on Southern Africa* 60: 58-89.

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