Course Description

Analysis of contemporary issues within and amongst developing nations. Examines various institutions, political processes, and public policy debates in some or all of the following regions: Africa, Latin America, the Middle East, or Asia.

Student Learning Objectives

1. Student can demonstrate competence in basic social science research skills (through the research paper).
2. Students can critically evaluate arguments found in the literature on foreign aid (through the in-class discussions).
3. Students can identify root causes of chronic underdevelopment (through the readings).

Major Course Requirements

Class Participation and Attendance (30%)

This course is a seminar, not a lecture series. It is your responsibility, as well as mine, to come to class prepared to discuss the information and claims found in the readings and explore related research possibilities. If any of us shirk, we all lose. I expect no absences in the course, and I encourage you to discuss any circumstances with me that will preclude you from attending class. I also expect you to arrive on time. If you do need to miss class, please contact me ahead of time to let me know that you will not be able to attend and to make arrangements to complete an alternate assignment. A large portion of my overall evaluation of your performance in the course will depend on the quality of your seminar participation.

Grades for participation (including discussion questions and attendance) will be assigned at the end of the semester, but you may ask for feedback on your performance at any time. If you have concerns about the quality and quantity of your participation in the course, I hope you will speak to me. Remember, this is a seminar, so just showing up to class is not enough. You must come to class prepared to participate in an informed discussion of the issues raised by the weeks readings. If you just show up
to class every week, but never say a word, you can expect to receive a D or lower for class participation (30% of your grade).

The following general grading scale will be used for participation and preparation:

• A: The student made a very strong contribution to the course. Class discussion, comments, and presentations reflected understanding and analysis of the material, and were constructive. Constructive means that a student does not simply identify a weakness or problem. Rather, constructive comments identify a problem and offer suggestions for how to address the weakness or problem.

• B: The student contributed meaningfully to the course. Class participation and/or presentations went beyond repeating the assigned material, perhaps identifying weaknesses in the current literature, but did not make many constructive suggestions about how weaknesses might be overcome or how the literature might be usefully extended in the future.

• C: The student did not contribute meaningfully to the seminar. Class participation and/or presentations were limited to repeating the assigned material rather than making connections or extensions.

• D or lower: The student attended class, but did not participate in discussions or present meaningful questions for academic debate.

Keep in mind that the purpose of the seminar is to engage in informed group discussion: we are not interested in uninformed opinion. This means that students should closely and critically read each book or article on the reading list, and spend time thinking about what each contributes to the topic that week and to conflict studies in general. Class discussion will focus on such issues as the theoretical arguments being made (both explicitly and implicitly), the empirical evidence that is marshaled to test these arguments, weaknesses of the work, and potential directions for future study.

Finally, because we will engage in vigorous academic debate during class, classroom etiquette is vital. Please work to ensure that you make comments in ways that invite discussion. Our classroom contains members with various life experiences, divergent perspectives, varying levels of experience with political science research, and different strategies for defending their views. Please state your opinions constructively and respectfully, listen carefully when your colleagues are speaking, and speak to me if you are offended by something that is said in class. If you do not follow these guidelines, your participation grade will be adversely affected.

Research Paper (40%)

Another requirement is an original research paper. This paper will be devoted to a case study of a recipient of U.S. foreign assistance. The following should be addressed:

- The history of the donor-recipient relationship
- The nature of the donor-recipient relationship (Was it coercive? Humanitarian? Bilateral? Multilateral?)
- The political goals of both the donor and recipient
- The short and long term impact of aid provision
- Was U.S. policy beneficial for the recipient?
- How did providing aid benefit the U.S.?

Quantitative methods can be employed if desired, and depending on the student’s methodological training, but the general structure of the paper is still case study. In any case, it must be analytical and theoretical in nature rather than strictly descriptive. The final paper must be 10-15 pages in length, and should be comparable to an academic journal article in style. Please note that this must be an original paper for this course, and cannot overlap in any substantial way with a paper written for another course; if there is any question please talk to me about it and bring me a copy of the other paper.

The research paper will be due May 7th, at 10:00 AM, in the regular classroom.

Feedback Essays (30%)

Two essays, worth 15% of the final grade each will be assigned this semester. They will be response essays following the viewing of two films in class.

Essay on The Corporation due: April 6th

Essay on Globalization is Good due: May 2nd

Required or Recommended Readings

All readings will be available on Blackboard. No textbook.

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an F in the course.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course
be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (April 6) is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Academic Advising

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>Course Intro</td>
<td></td>
</tr>
<tr>
<td>Feb 5-9</td>
<td>Democratization I</td>
<td>- “Polyarchy: Participation and Opposition” – Robert Dahl</td>
</tr>
</tbody>
</table>
| Feb 12-16 | Democratization II           | - “Rethinking African Democracy” – by Claude Ake  
- “The Unique Case of African Democracy” – Claude Ake                                              |
| Feb 19-23 | The State                    | - “Politician’s Dilemma: Building State Capacity in Latin America” – by Barbara Geddes    |
Feb 26-Mar 2 Nationalism
  
  - “India: From Midnight to Millennium and Beyond.” – Shashi Tharoor

Mar 5-9 Human Rights
  
  - “The Promotion of Human Development and Human Rights” – Kegley and Blanton

Mar 12-16 Spring Break (No Class)

Mar 19-23 Film: The Corporation, Available on YouTube

Mar 26-30 Globalization
  
  - “The Demographic and Cultural Dimensions of Globalization” – Kegley and Blanton

Apr 2-6 Globalization
  

  **Essay on The Corporation due April 6th in class**

Apr 9-13 Film: Globalization is Good, from Channel 4 UK, Available on YouTube

Apr 16-20 The Environment
  
  - “Global Responsibility for the Preservation of the Environment” – Kegley and Blanton

Apr 23-27 The Pornography of Suffering and the Future of the Developing World
  
  - “What Bono Doesn’t Say About Africa” by William Easterly
  - “Prosperity Rising: The Success of Global Development—and How to Keep It Going” by Steven Radelet

April 30 The Future of the Developing World

May 2 Conclusions
  
  **Essay on Globalization is Good due May 2nd in class**

**Final Paper Due: May 7th, 10:00 AM**