

MONTGOMERY COLLEGE

**Department of Social Sciences / Political Science
Takoma Park/Silver Spring Campus**

POLI: 256 – POLITICS OF THE DEVELOPING WORLD – CRN: 31065

Mon / Wed – 1.00 PM - 2.15 PM - Room: Commons 113

Syllabus - Spring 2015

Professor : Dr. Syed A. Wasif
Office Tel : 240 - 567-1400
Email : syed.wasif@montgomerycollege.edu
Office hrs : NP 232 – Conference Room – By appointment

REQUIRED READING

The following book is required for this course:

- Handelman, Howard. The Challenge of Third World Development, 7th edition. Pearson Prentice Hall, 2006. ISBN: 0-13-193070-2.
- Additional readings as determined by the Professor.
- In addition, students must read or visit the website of one of the following media sources on a weekly basis:

The Washington Post
The New York Times
The BBC or CNN
Al-Jazeera TV (available live online)
Press TV (available live online)

COURSE OBJECTIVES

This is an undergraduate-level course in Third World Politics. This text explores political, economic, and social issues common to diverse Third World countries. It stresses the themes of democratization, modernization, and dependency theory, examining the nature of underdevelopment. The text analyzes the major political and socio economic rifts that divide many of these nations and the efforts being made to understand and address these challenges.

COURSE DESCRIPTION

Politics of the Third World is an introductory course designed to familiarize students with various theories and perspectives that aid in understanding political and economic development in less developed countries. This course is interdisciplinary, utilizing concepts and information from various disciplines for reaching rational conclusions.

This course analyzes the politics of the underdeveloped / developing countries. Various bases of political cleavage and cooperation will be examined; ethnicity, language, social classes and ideology. Cultural differences between these countries will be identified and their political implications explored, as well as differences within geo-cultural areas.

It critically examines the different ways of thinking about the Third World, from the moments of anti-colonialism and de-colonization to neo-liberal globalization. The course briefly surveys some of the paradigms and theories of 'development' and how they conceptualize the Third World.

It sheds light on human rights, human development and human security perspectives on the Third World, and the paradoxical implications of the contemporary merger between security and development.

Lectures will cover important points in the text providing greater depth and analysis. However, Lectures will not be a mere rehearsal of that which you have already read.

This syllabus is a planned course of study that is subject to change by the instructor. Change in assignments, readings, and due dates are made to facilitate individual and group learning as needed.

LEARNING OBJECTIVES

After successful completion of this course, students should be able to explain:

1. Third World politics from the perspective of the most vulnerable segments of people in developing countries: women, peasants and minorities
2. The events, ideas and actors that helped shape the emergence of the 'Third World'.
3. Competing theories of development and underdevelopment.
4. The importance of power/knowledge in understanding the 'Third World'.
5. The symbolic power of naming states and actors as terrorists, rebels, rogues.
6. Critical understanding of the human security and human rights paradigms.
7. The implications of the merger of development and security.

FINAL EXAM PROJECTS

Anyone of the following:

1. Open Government Partnership – Interviewing diplomats at the embassies of the developing states in Washington DC, analyzing & reporting their compliance with the OGP regulations
2. Interviews with the NGOs from or dealing with the Third World Countries active in the Washington DC Metropolitan Area, on issues discussed in the textbook.

WEEKLY COURSE SCHEDULE

Week 1 & 2

Chapter 1: Understanding Underdevelopment

Week 3

Chapter 2: Democratic Change and the Change to Democracy

Week 4 & 5

Chapter 3: Religion and Politics

Week 6 & 7

Chapter 4: The Politics of Cultural Pluralism and Ethnic Conflict.

Week 8

Chapter 5: Women and Development.

Week 9

Chapter 6: Agrarian Reform and the Politics of Rural Change

Week 10

Chapter 7: Rapid Urbanization and the Politics of the Urban Poor.

Week 11

Chapter 8: Revolutionary Change

Week 12 & 13

Chapter 9: Soldiers and Politics

Week 14 & 15

Chapter 10: The Political Economy of Third World Development.

INSTRUCTIONAL OBJECTIVES

The class will follow the following format. Learning objectives will be identified and described at the beginning of each class (written on board). I usually note the day and week that we are in for the semester. Keeping track of the number of weeks and days left in the course helps us to focus our efforts and redefine priorities.

Class discussion will center on those learning objectives stimulated by reactions to discussion questions, problems posed, or small group activity. This requires that students read assignments in advance to make the most efficient use of class time.

- The Political Science Perspective: Students shall be able to identify the questions, which have driven the development of theory in political science. What are the questions that this discipline specializes in? How is political science the same as other social sciences? How is it different? .
- Doing Political Science: The Scientific Study of Political Behavior, institutions, and *movements*: Students shall be able to identify the nature of the scientific research process and endeavor as it applies to the study of the problems and structure of the political world. Students shall be able to discuss the major methods and problems with doing research.
- Basic Political Science Paradigms/Concepts: Students shall be able to understand the construction, reproduction, and change of a) what motivates the individual in politics; b) group interests and special interests and c) political parties and government institutions as tools in the social construction of power in society, We will emphasize the exercise of power as it effects race ethnicity, gender, and class in the social stratification of society.
- Macro/micro connections: Students shall be able to demonstrate an understanding of how these tools and theories help them to connect their own biography to the current events around them.

GRADES

Students will demonstrate in examinations the ability to analyze the systems and processes of government and describe how they work. A total of 4 exams will be used to determine final grade - the lowest grade will be dropped to calculate average. An additional 1-10 points may be added to the average, at the discretion of the instructor, for contributions to class discussions and learning and homework preparation. There is no extra credit work in this class.

GRADING STANDARD / SCALE

The following grading standard will be used:

Midterm paper	....	200 points
2 Tests on Political Terminology	....	100 points
Final exam Project	.....	300 points
Chapter Questions	.....	200 points
Class Participation	.....	100 points
Service Learning / Extra credit	.....	<u>100 points</u>
Total		1000 points

SCALE

900-1000 points =A

800-899 points =B

700-799 points =C

600-699 points =D

0-599 points =F

- A Superior work; student demonstrates comprehensive knowledge and understanding of subject matter and course objectives
- B Good; student demonstrates moderately broad knowledge and understanding of course objectives

- C Average; reasonable knowledge and understanding of course objectives
- D Pass without recommendation; minimum knowledge and understanding of course objectives
- F Failure; unacceptable low level of knowledge and understanding of subject matter. F is also for excessive absences, academic dishonesty or misconduct.

SERVICE LEARNING PROJECT 100 points

In any subject it is essential to use what you learn. Service learning is “the process of integrating thoughtfully organized service experiences with guided reflection to enhance student learning of course materials.” In a democratic society that virtually demands participation from citizens, use of civic and governmental knowledge is critical. In order to expand your opportunity to use your knowledge of government, students in this class will be expected to spend 12 hours in the Montgomery County community. In addition you need to turn in a journal reflecting on the service learning you completed detailing your experiences, what you learned challenges, and the contrast between the ideal principles of government and the actual reality of governing.

More details about the service learning project will be available in the second week of the course.

STUDENT CODE OF CONDUCT

The Montgomery College Student Code of Conduct that outlines the policies, regulations, and procedures of the College regarding academic honesty and student behavior, including penalties and appeals, governs this class. It applies to all students at the College. The complete code can be found in Web Links, the student handbook and at www.montgomerycollege.edu/verified/pnp/42001.doc.

Students are expected to maintain the highest standards of intellectual honesty and are prohibited from "cheating on assignments or examinations; submitting materials that are not the student's own; taking examinations in the place of another student; plagiarizing from written, video, or internet resources, assisting others in committing academic dishonesty, failing to use quotation marks for directly quoted material unless using block quotes or other accepted formats, and, copying from another student during examinations."

In addition, students have "the responsibility to treat the instructor and classmates with civility, respect and courtesy." "No student has the right to interfere with the freedom of the faculty to teach or the right of other students to learn."

Students who violate the guidelines of acceptable standards as described above or in the code, will receive a warning & a copy of which will be sent to the Dean of Student Development. If the student refuses to exhibit the stated behaviors, the matter will be referred in writing to the Dean of Student Development for action under the Student Code of Conduct.

CLASSROOM LEARNING TIPS

1. TYPICAL CLASS DAY

- Learning objectives are usually reviewed orally and placed on the board daily.
- Instructor usually notes week (we count down from week I through week 15) along with date so students can keep track of time remaining in the semester.
- We usually begin each "now chapter" by reviewing the chapter organization, summary~ and discussion questions (if any).
- Students are responsible for any questions, learning objectives, or material not covered during class. This means that if students are not prepared for class that we spend more time reviewing material you should have read at home and that we have "less time" to answer your questions. This also means you must cover the material on your own

2. NOTE TAKING

Don't feel you must write every word down (and miss big picture). Write down key points (main ideas) with supporting evidence (examples to support main idea). Listen and look for the big picture. If you have gaps, compare your notes with a study buddy.... Fill in gaps from textbook or readings... See instructor during office hours.

3. LISTEN... BE AN ACTIVE NOT A PASSIVE LEARNER. Sit at front of class or in a seat where the instructor can easily see your hand. Read material thoroughly and identify questions or areas you would like to have instructor go over in advance.

4. ORGANIZING YOUR LEARNING SURVEY the chapter you are reading first. What are the topics covered? What is the key vocabulary highlighted or in boldface. Are there review questions or summary at end to clue you in to **KEY IDEAS**? a **READ** the material. Stop at the end of every topic and make sure you understand what it said before

going on to new section. * REVIEW: Having surveyed the chapter, go through review questions. Review questions will increase comprehension and allow you to identify gaps.

KEY IDEAS AND KEY WORDS. Make sure you understand each idea, its definition and an example of it. For key words, be sure to understand the word, how it is used and its origin.

CLASSROOM EXPECTATIONS & POLICIES: Teaching & Learning

1. Student Handbook: Students should refer to the Student Handbook for the official wording on all academic, classroom, and college wide policies. The policies contained in this syllabus are not intended to override or contradict those of the college or the Student Handbook.
2. Critical Thinking: Political Science is a learning process that requires the ability to think conceptually and analytically. This skill like all other skills, requires practice that is constant and at different levels of difficulty. The most learning takes place when you apply your new way of thinking to real life problems and situations of your own.
3. Classroom participation and homework: Learning requires your active participation. Plan on spending an additional 2-3 hours per week outside of class doing your reading and preparing for class. There will be some "independent study" days when students can work alone or in groups on readings and assignments. These will be announced in class. Your homework is to read the material thoroughly, digest what you have read, and come prepared to present your questions and learning. Ask your question no matter how uncertain - there are no right" wrong or dumb questions. Every question and inquiry is important if it helps you and others in the class.
4. Classroom Relationships: I encourage you to find a study buddy or two from class. The telephone tree is to help you contact classmates for support on assignments and/or readings as required. Forming the tree on your own gives you the discretion to choose with whom you will share your home telephone number. You are not required to share your telephone with anyone you do not want to. Select your study buddy carefully so you can be a real help to each other. Let me know if this is not working for you.
5. Attendance: will be taken daily. Students are expected to attend all class sessions. You are allowed three unexcused absences during the semester. After three you will be dropped from the class. Financial aid policy requires that your attendance be monitored. If you anticipate a long absence (death in family, illness or other), please insure that we discuss your situation personally before the event or as soon as you learn that it will impact your attendance.

6. Classroom Etiquette (arriving late/leaving early): Class begins promptly at 11:00 a.m. Students entering the class more than 15 minutes after scheduled time will be counted as late / tardy, If you are tardy 3 times - it will count as one of you unexcused absences. If you must leave class early for some reason, please discuss it with me before class begins so that we can determine whether you should attend that session or not. You are rude to me and to your classmates when you leave us without explanation or disrupt our normal routine.

7. Talking: students talking disruptively in class will be asked to leave.

8. Make up Exams and assignments: Make up exams are usually not granted. They are available at the discretion of the instructor and requests must be substantiated by medical note or other good extenuating reasons. Students are allowed to drop one of their lowest test scores so a test "absence" will count toward this low score (in lieu of a makeup exam). In the event a make-up exam is granted, the instructor (not the student's calendar) will specify time, date, and location of make-up. Do not schedule vacations, dental appointments, etc. on test days. Assume that a test cancelled due to inclement weather (a "snow" day, etc.) will be held on the following class session.

9. Diversity in Learning Style: I am committed to meeting reasonable requests to accommodate individual needs and learning styles of students. If you have a disability that will require accommodation, please contact the Disability Support Services office to obtain a letter authorizing your accommodations.

10. Extensions/delays in submitting! work: work shall be submitted on a timely basis. Requests for extensions to submit work must be secured from the instructor a week in advance -- not the day the assignment is due. Do not assume your absence from class excuses you from meeting the deadline to submit work

11. Plagiarism: The writing in this course may require you to use the ideas and words of other writers in your papers. You must become familiar with using the MLA or APA style to credit those writers and avoid any possibility of plagiarism. Plagiarism is copying ideas from someone without acknowledging the sources of those ideas. Plagiarism is not tolerated and student may be subject to dismissal or other disciplinary action.

12. Disability:

Any student who may need an accommodation due to a disability, please make an appointment to see me during my office hour. In order to receive accommodations, a letter from Disability Support Services(R-CB122; G-SA175; or TP/SS-ST120) will be needed. Any student who may need assistance in the event of an emergency evacuation must identify to the Disability Support Services Office; guidelines for emergency evacuations are at: www.montgomerycollege.edu/dss/evacprocedures.htm.