Dr. John Cotman  
POLS 125-01 [CRN ________]  
Politics of the Third World  
Spring 2010  
MWF: 9:10-10:00 AM  
Lewis K. Downing Bldg, # 1002  
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Office Hours: Monday 10 AM - 1 PM  
Wednesday 10 AM - Noon

COURSE DESCRIPTION  
This course examines major themes in the study of Third World politics and society. The idea of a "Third World" of developing nations in Asia, Africa, the Caribbean and Latin America gained currency during the 1950s and is still applied to a wide variety of societies today. We will look into the central issues of development and change: the legacy of colonial rule, the problems of organizing new states and creating new nations, the special problems facing women, the burdens of poverty, environmental decay, dependence and underdevelopment; the dilemmas of instability and authoritarianism, the challenge of democratization, the pressures for reform and revolution, and the place of developing nations in an unequal world.

REQUIRED READINGS (Available at Howard University Bookstore or as noted below)

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>% of Grade</th>
<th>(pts.)</th>
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<tbody>
<tr>
<td>1. Review essay: Walking the Forest with Chico Mendes</td>
<td>05%</td>
<td>(10)</td>
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<td>2. Review essay: Our History Is Still Being Written</td>
<td>05%</td>
<td>(10)</td>
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<td>3. Books to class by Friday January 22</td>
<td>05%</td>
<td>(10)</td>
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<td>4. Two meetings with instructor</td>
<td>2.5%</td>
<td>(05)</td>
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<td>5. Examination #1</td>
<td>20%</td>
<td>(40)</td>
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<td>6. Examination #2</td>
<td>20%</td>
<td>(40)</td>
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<td>7. Book/scholarly article review essay</td>
<td>15%</td>
<td>(30)</td>
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<td>8. Individual presentation of readings</td>
<td>15%</td>
<td>(30)</td>
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<td>9. Group discussion of readings</td>
<td>7.5%</td>
<td>(15)</td>
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<td>10. Attendance</td>
<td>2.5%</td>
<td>(05)</td>
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<tr>
<td>11. Participation</td>
<td>2.5%</td>
<td>(05)</td>
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**FILMS**

**The Mission**
See the film *The Mission* [125 minutes]. It will be shown in three parts on Wednesday Jan 13, Friday Jan 15 and Wednesday Jan 20 in the Media Center/Undergraduate Library.

**The Battle of Algiers**
See the film *The Battle of Algiers* [121 minutes]. It will be shown in three parts on Mon. March 1, Wed. March 3 and Fri. March 5 in the Media Center/Undergraduate Library.

**Crude**
See the film *Crude* [104 minutes]. It will be shown in two parts on Friday April 16, and Monday April 19 in the Media Center/Undergraduate Library.

**Short Book Review Essays**

**Walking the Forest with Chico Mendes**
Read *Walking the Forest with Chico Mendes*. Write a 1000-word essay on your impressions of the book & why you think I assigned it. Be prepared to discuss your comments in class. Essay is worth 10 points. **Essay Deadline**: Friday Jan 22.

**Our History Is Still Being Written**
Read *Our History Is Still Being Written*. Write a 1000-word essay on your impressions of book & why you think I assigned it. Be prepared to discuss comments in class. Essay is worth 10 points. **Essay Deadline**: Friday Jan 29.

**ATTENDANCE POLICY**
Howard University's attendance policy reads as follows:
"All students are expected to attend classes regularly and promptly. Students who are absent from classes [...] are held responsible, nevertheless, for the entire work of the course. Members of the faculty will hold students responsible for regular and prompt class attendance." Students are allowed a maximum of four absences without penalty.

Attendance counts 2.5% of your grade or 5 points:

- 4 absences or less = 5 points
- 5 absences = 2.5 points
- 6 absences = 0 points

**Absence is defined as not coming to class or arriving in class after 9:15 AM. This policy will be strictly enforced.**

**PARTICIPATION**
Students are expected to have read and be prepared to discuss assigned materials. Readings are to be brought to class whether or not you are a discussion leader. Students will be penalized for not being in class to lead assigned class discussions, or for not being prepared to lead class discussions. Students will also be penalized for not bringing assigned readings to class. **Participation is worth 2.5% of your grade, or 5 points.**

**LATE ASSIGNMENTS**
All work is due no later than the deadlines printed on this syllabus. All work must be turned in no later than the end of my office hours or the end of class on the date indicated to receive credit. Exceptions to this policy will be made only with prior approval. Unless you obtain an extension from me in person prior to a deadline no credit will be given for late assignments. Extensions will not be granted over the phone. As a rule, I do not give incompletes. If you are having difficulty with an assignment or making a deadline see me as early as possible.

If a verifiable emergency makes you miss an exam deadline and unable to meet me the day it is due, it is your responsibility to leave a message for me in the Political Science office (room 144 DGH) and on my voice mail on the due date indicating the nature of the emergency and the earliest possible time you will be able to meet with me to turn in the
exam. If you do not bring in **written verification** of the emergency when you meet with me you will receive no credit for the exam.

**PROSPECTIVE GRADUATES**

Those students who expect to graduate are to perform at the same level of excellence required of all my students. Political Science majors who receive a grade less than “C” in this class will **not** be eligible for graduation. Students from other departments should familiarize themselves with the appropriate minimum grade requirements for graduation. **Prospective graduates whose performance in this class is not at the minimum necessary to graduate will **not** receive any special consideration. If you plan to graduate, do the work!

**PLAGIARISM AND CHEATING**

Students must abide by Howard's Academic Code of Student Conduct:

Howard University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty regardless of any seeming advantage or gain that might accrue from such dishonesty. To better assure the realization of this goal any student enrolled for study at the University may be disciplined for the academic infractions defined below.

**Definitions of Academic Infractions**

1. **Academic cheating** — any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual(s), organization, document, or other aid not specifically and expressly authorized by the instructor or department involved. (Note: This infraction assumes that with the exception of authorized group assignments or group take home assignments, all course or program assignments shall be completed by an individual student only without any consultation or collaboration with any other individual, organization, or aid.)

2. **Plagiarism** — to take and pass off intentionally as one’s own the ideas, writings, etc. of another without attribution (without acknowledging the author).

Students who witness cheating should confidentially inform me. I will handle the matter. **Those who cheat or plagiarize can expect -- at a minimum -- to fail this course.**

**GUIDELINES FOR CLASS PARTICIPATION**

**Individual Student Presentation of Assigned Readings (worth 15% of grade or 30 points)**

It is absolutely essential that students do the required readings prior to class and be prepared to discuss and critique them. To facilitate this, students will be asked to present summaries of readings. Be prepared to make a 10-15 minute summary. Organize your comments according to the guidelines below. You must provide the class with **typed** outlines of the points you wish to highlight. The maximum handout length is three typed pages. They are to be distributed at the beginning of class.

**Group Discussion Teams for Assigned Readings (worth 7.5% of grade or 15 points)**

Class will be divided into discussion teams. These teams will work together for the entire semester. Student performance as team members will be graded. The purpose of the teams is to **lead** a 10-minute discussion of the article summarized by the individual presenter. Teams should focus on their honest reactions to the reading. Discuss in detail what you liked and disliked about it. Feel free to incorporate items from the guidelines below in your discussion. You will be required to ask your classmates questions about the article to stimulate full class participation.
GUIDELINES for FORMAL PRESENTATIONS of CLASS READINGS

*Formal class presentations* should take about 10–15 minutes. Your job is to find information in the reading that allows us to answer the discussion questions detailed below. Your **three-page typed handout** will cite the specific content we use for purposes of discussion and clarification.

NOTE: Since all students are expected to have finished the assigned readings, your **summary of the contents will not exceed one page** of the handout. All class handouts should be formatted as outlines, with references to specific pages and passages.

1. Summarize main themes, hypotheses & conclusions. [No more than 1 page]
2a. **Normative Perspective**: view of just society, right vs. wrong, good vs. evil
2b. **Political Ideology**: liberalism, for example
2c. **Theoretical Model**: modernization, for example
3. **Methods used**: for example, survey research, participant observation, multivariate statistics. Revisit your research methods text & use it.
4. **Readability**: ease of reading, familiarity of vocabulary, level of audience, does it keep your attention, have good illustrations, use charts & tables effectively, etc.
5. **Cite Major Argument, Is it logical?**: Direct us to the passages where key argument is most fully developed.
6. **Sources**: are sources credible, biased, appropriate for research question being asked?
7. **Best Evidence**: Does it support the major argument? Find the most compelling evidence.
8. **Devil’s Advocate**: Use the best evidence cited above to reach a conclusion contrary to the author’s. Hint: look at the evidence from a different normative/ ideological/ theoretical perspective.
9. **New Facts/ Interpretations**: Give one example of something you learned.
10. **Make Connections to class readings**:  
    a. Who else writes about the same topic?  
    b. Who else uses the same theory or criticizes the theory used?  
    c. Who else uses the same methods to generate and analyze data, or criticizes the methods used?  
11. **Significant Contribution** to your knowledge?
12. **Future Research**: If you were to conduct research on the same topic:  
    a. What hypotheses & research questions would you investigate and why?  
    b. What theoretical models would you use and why?  
    c. What methods would you use to obtain data and analyze it and why?
GUIDELINES FOR BOOK REVIEW ESSAY

Each student is required to write a book review essay upon approval of the topic by instructor. Topic must be approved by Monday February 1. Each student will review one book or scholarly article published since 2003. Bring six books/scholarly articles on the approved topic to my office no later than Wednesday February 10. I will approve one of these. Review essays are to be no more than twenty typed, double-spaced pages. The first draft of the essay is due by Wednesday March 10. The final draft will be turned in no later than Monday April 12. To receive credit for this assignment you must have the topic approved, and turn in the first and final drafts by the deadline dates.

Each review should:
1. Succinctly summarize the contents of the book/article. What are the main themes, hypotheses of the author? [5 pts.]
2. Discuss:
   * Author's normative/ideological and theoretical perspective. [3 pts.]
   * Methodology employed. [3 pts.] [See Zisk, Political Research on reserve]
   * Readability of the text. [1 pts.]
   * Clarity of the argument and whether its logic is convincing. [3 pts.]
   * Sources of evidence. Does evidence given supports author's conclusions [3 pts.]
   * How else could the same evidence be interpreted? [2 pts.]
   * Did the author present new facts or interpretations? [2 pts.]
   * What are the substantive, theoretical and methodological connections between this book/article and the class readings? [3 pts.]
   * Whether book or article makes a significant contribution to the field. [1 pts.]
3. Suggest issues and hypotheses which future research should address and recommend the most promising methodological and theoretical approaches. [2 pts.]
4. Each review should include a bibliography of sources cited in the essay.
5. Feel free to use short quotes from the materials to make your points. Since this is not a research paper footnotes are not necessary. Simply place in parentheses following each "quote" (p. 2) the page where it can be found.
6. Proper grammar, punctuation and spelling are essential and will affect your grade.

Please refer to A Manual for Writers of Term Papers, Theses, and Dissertations. [2 pts.]

Total Points = 30 [grading guide in parentheses]

VIRUS ALERT: Many students report problems producing their papers due to computer viruses at Howard University computer labs. Save all notes & drafts of your paper until after you have handed it in. Make at least two electronic backups of your paper. Use only computers with updated anti-virus programs. I refuse to accept papers on electronic media. I may accept them by fax or via the Internet, but you must make special arrangements during my office hours to use these two options. It is your responsibility to hand in your paper as scheduled. The excuse “I lost my paper in the computer” will not be accepted.

If you have difficulty with this assignment please discuss it with me as early as possible. The more you discuss this assignment with me, the better your grade will be!


Readings & Assignments Schedule

   - Receive questions for exam #1

   - Film: "The Mission" - Part 1. Media Center/UGL room
   - Walking the Forest with Chico Mendes

3) F Jan 15: Introduction, What is the Third World? - Two
   - Film: "The Mission" - Part 2. Media Center/UGL room
   - Walking the Forest with Chico Mendes

4) M Jan 18: No Class. Martin Luther King Birthday

5) W Jan 20: Introduction, What is the Third World? - Three
   - Film: "The Mission" - Part 3. Media Center/UGL room
   - Walking the Forest with Chico Mendes

   - Walking the Forest with Chico Mendes essay due
   - Deadline to bring all textbooks to class
   - Discuss “The Mission”
   - Discuss Walking the Forest with Chico Mendes
   - Our History Is Still Being Written

   - Isbister: chapters 1 & 2
   - Our History Is Still Being Written

   - Smith: chapter 1
   - Our History Is Still Being Written

9) F Jan 29: Introduction. What is the Third World? – Seven
   - Our History Is Still Being Written essay due
   - Discuss Our History Is Still Being Written

10) M Feb 1: Gender and Third World Politics - One
    - Walking on Fire: Foreword, Preface, Introduction
    - Walking on Fire: Chapter 1
    - Last Day for First Meeting

11) W Feb 3: Gender and Third World Politics – Two
    - Walking on Fire: Chapter 2
    - Walking on Fire: Chapter 3

12) F Feb 5: Gender and Third World Politics – Three
    - Walking on Fire: Chapter 4
    - Walking on Fire: Chapter 5 & Epilogue

13) M Feb 8: Colonial Rule & Imperialism
    - Isbister: Chapter 4
    - Smith: Chapter 2

14) W Feb 10: Nationalism & Independence
    - Isbister: Chapter 5
    - Universal Declaration of Human Rights
    - Deadline for approval of review essay book/scholarly article

15) F Feb 12: Understanding Poverty & Underdevelopment – One
    - Isbister: Chapter 3
    - Isbister: chapter 6

xx) M Feb 15: No Class. Presidents’ Day
15) W Feb 17: Understanding Poverty & Underdevelopment - Two
   - Smith: Chapter 4

16) F Feb 19: Understanding Politics - Modernization
   - Smith: Chapter 3

17) M Feb 22: State in the Third World
   - Smith: Chapter 5

18) W Feb 24: Political Parties & Party Systems
   - Smith: Chapter 6

19) F Feb 26: Bureaucracy & Political Power
   - Smith: Chapter 7

20) M Mar 1: “The Battle of Algiers”–Part One
    - Film: "The Battle of Algiers" Media Center/UGL room

    - Film: "The Battle of Algiers" Media Center/UGL room

22) F Mar 5: “The Battle of Algiers”–Part Three
    - Film: "The Battle of Algiers" Media Center/UGL room

23) M Mar 8: Examination One
    - Examination One Due
    - Receive questions for exam #2
      - Military Intervention in Politics
    - Smith: Chapter 8

24) W Mar 10: Nationalism & Secession
    - Smith: Chapter 9
    - First Draft of Review Essay Due

xx) F Mar 12: No Class. Charter Day

Spring Break

    - Smith: Chapter 10
    - Smith: Chapter 11

26) W Mar 24: Democracy – Two
    - Pinkney: Chapter 1
    - Pinkney: Chapter 2

27) F Mar 26: Democracy - Three
    - Pinkney: Chapter 3
    - Pinkney: Chapter 4

28) M Mar 29: Democracy - Four
    - Pinkney: Chapter 5
    - Pinkney: Chapter 6

29) W Mar 31: Democracy - Five
    - Pinkney: Chapter 7
    - Cotman: "Globalization. Sovereignty and Democracy"

30) F Apr 2: Democracy - Six
    - Pinkney: Chapter 8
    - Pinkney: Chapter 9
31) M Apr 5: Democracy - Seven
   - Pinkney: Chapter 10
   - Pinkney: Chapter 11
   - Last Day for Second Meeting
32) W Apr 7: Democracy, Human Rights & US Foreign Policy
   - Isbister: Chapter 7
33) F Apr 9: Democracy, Justice & Development
   - Smith: Chapter 12
   - Isbister: Chapter 8
34) M Apr 12: Alternate Strategies for 3rd World Development - One
   - Cotman: “The Havana Consensus”
   - Review Essays Due
   - Final Assignments Due from Prospective Graduates
35) W Apr 14: Alternate Strategies for 3rd World Development - Two
   - Cuba: Weathering the Storm
   - Review for Exam #2
36) F Apr 16: “Crude”
   - Film: "Crude" Media Center/UGL room
37) M Apr 19: “Crude”
   - Film: "Crude" Media Center/UGL room
38) W Apr 21: Exam #2 DUE. Last Day of Class