Department of Political Science | University of Wisconsin Oshkosh
Political Science 386/Social Justice 386/Environmental Studies 386 – Politics of Developing Countries (online)
Fall Semester 2023

Professor Druscilla Scribner (Ph.D., University of California San Diego, MSc Development Studies, London School of Economics)
Office Location: Virtual
Office Hours: Tuesdays from 11 to 1 pm on MS Teams, AND drop-in on Zoom (open Zoom room) on Wednesday mornings from 9-10 am
Email: scribned@uwosh.edu
Class Time: Asynchronous (paced)
Class Location: Online
Political Science Department Office: Sage 4630, (920) 424-3456

COURSE DESCRIPTION

Political Science 386 Politics of Developing Countries (GS) This course examines experiences of economic and political development in the developing world in order to understand the political roots of diverse government policies to confront major development issues such as poverty, injustice, corruption, democratization, environmental degradation, and deadly conflict. *Cross-listed: Political Science 386/Social Justice 386/Environmental Studies 386. Students may receive credit for only one of the cross-listed courses.* Poli Sci 101 or 115 are recommended. **3 credits**

This course is **designated a "Global Scholar" course**. Global Scholar courses build on the knowledge, skills, and perspectives that you gained in your USP Global Citizenship courses.

Global Citizenship and Global Scholar courses are designed to provide students with the knowledge of nations, cultures, or societies beyond the U.S.; the recognition of how interaction, interdependence, and inequity among diverse geographical, social, political, or economic systems have shaped historical and contemporary global challenges and opportunities; and the skills needed to engage with the responsibilities of informed citizenship in a complex, interdependent, and changing world.

Global Scholar courses can be used to complete the **Global Scholar Certificate** - a 12-credit self-directed course of study open to all UWO students who wish to distinguish themselves as emerging global citizens prepared to navigate an increasingly complex and interdependent world.

This course has no prerequisites. Nonetheless, it is an upper-division Political Science course. An introductory understanding of International Relations (PS115), Comparative Politics (101) will prove helpful.

STUDENT LEARNING OUTCOMES

By the end of this course, you should be able to:

- Discuss why development and sustainable development as contested concepts
- Identify intersections between social, economic, and political power and the environment in developing countries
- Evaluate how historical legacies and patterns of power and privilege shape contemporary challenges and opportunities for sustainable development
- Differentiate the role of supra-national, national, and local organizations in dismantling unearned privilege and discrimination
- Analyze how international policies and practices affect domestic sustainable development strategies
- Explain how domestic politics constrain opportunities for policy change
- Evaluate theories about the relationship between state power and development
- Assess the sustainability of a development activity, practice, or policy in the context of real global challenges and opportunities
- Demonstrate connections between personal experiences, local action, and global impact

Assessing student learning: This course uses a variety of methods, both formative and summative, to assess student learning. Assessment activities include quizzes, discussion assignments, writing assignments, and reflection. There is a major project developed over the last four weeks of the semester.

COURSE MATERIALS

Required textbook: *Introduction to International Development - Approaches, Actors, Issues, and Practice*. Edited by Paul A. Haslam, Jessica Schafer, and Pierre Beaudet. Fourth Edition (Oxford University Press)

Other resources (additional readings, videos, etc.) are embedded in Canvas. These include weekly resources on three country case studies: Bhutan, Guatemala and Zambia.

The text is available at the university bookstore. It is also available as an eBook on Vitalsource.com. eBooks are offered at different price points for six-month, twelve-month, or lifetime access periods to accommodate students' varying preferences and needs. The eBook is less expensive and includes embedded accessibility options like read to me and linked vocabulary. Both the eBook version of the textbook and Canvas have accessibility features that you may find useful, such as the immersive reader function. You may also find a rental option. *As long as you have the 4th edition, you can choose the format for your text.*

ASYNCHRONOUS ONLINE COURSE EXPECTATIONS

This is an asynchronous online course - we do not have any Zoom meeting times. But we do have a **weekly schedule of reading and assignments**. You need to complete one week before moving to the next. Each new week is available starting the previous Wednesday at 11:59 pm.

There are a variety of activities to complete to reach our learning objectives each week. These activities include reading, online discussions, videos, mini-explanatory lectures, written assignments, quizzes, etc. These assignments have due dates.

Participation: In online courses, **your regular participation** involves logging in to our course, navigating through the content pages in a module, completing the readings and videos, participating in discussions and other activities, and submitting assignments, and quizzes.

Your participation is an integral part of your learning, but it also contributes to the learning of your peers. As members of our learning community, we are responsible for creating an environment where we can all learn from each other. Depending on the size of our class, you may be placed in a discussion group of about 10 students (give or take) to make our discussions more intimate and manageable. Discussions are automatically tied to your group.

To ensure each member of our course feels included and welcomed, we will abide by a few key rules of etiquette. We will treat each other with dignity and respect while acknowledging that we are unique and have different views and opinions about topics. Some of the topics we cover may elicit strong reactions. To ensure everyone feels comfortable engaging in our discussions, please remember that written communications can be easily misinterpreted. Each time you make a post or reply to a discussion, read it twice before you submit it to ensure the words you have chosen are considerate but also convey your message. If you feel a peer has violated these expectations, don't hesitate to contact me directly; I will tend to your concern in a confidential matter.

Workload: **For a three-credit course, the standard number of expected work hours is 9 hours per week.** As a rule of thumb, that is 3 hours of lecture (in class with your professor/lecture) and 6 hours of time spent on coursework such as reading, note-taking, and assignments. You have a lot of flexibility with your time during the week. Each week is a module in Canvas that includes an overview highlighting what you need to accomplish in the module. Make yourself a schedule for this course and stay organized and self-motivated to ensure you do not fall behind! I will provide you with reminders and deadlines to keep you on pace to completion.

Technology Requirements: **We will use Canvas** for class. Set up your Canvas notifications so you do not miss anything! Keep in mind that Canvas does not play

that well with Apple. So be sure you are accessing Canvas through Chrome (not Firefox, and not Safari). Canvas only supports some file types (again, not Apple) - MS Word and PDF are good choices. Most assignments are simply submitted through the Canvas text box, so you just copy and paste your submissions into the text box.

Depending on how you decided to purchase your text(s) for this class (e.g., rental, paper copy, or electronic book), you may have other technical requirements related to your textbook. You have purchase options so that you can do you!

Web-based applications you will use in this course are all provided by UWO. They include Canvas and Microsoft Teams. For any technical problems, make sure you contact the UWO help desk right away!

COURSE POLICIES

Course Schedule: **We have a course schedule that we follow over the semester.** You can find this schedule in our START HERE module. It is hyperlinked to our modules in Canvas. A non-linked version is embedded in this syllabus for your reference.

The course is organized into **weekly modules**. Each includes an overview highlighting what you need to accomplish during the week. The week's overview page lists the activities and associated assignments for that week; these must be completed to unlock and move to the next module.

Letter Grade	Percentage Range	
A	100%	to 93%
A-	< 93%	to 90%
B+	< 90%	to 87%
B	< 87%	to 83%
B-	< 83%	to 80%
C+	< 80%	to 77%
C	< 77%	to 73%
C-	< 73%	to 70%
D+	< 70%	to 67%
D	< 67%	to 63%
D-	< 63%	to 60%
F	< 60%	to 0%

Assignments and Grading: Your final grade in this course will be based on the following weighted assignment groups, using the UWO 93/87/80 grading scale. There are several types of assignments:

- **Post-n-Reply discussion assignments [20%]** ask you to respond to a discussion prompt and reply to one of your classmate's posts. Your original post is due by the end of Friday, and your reply is expected soon after but ultimately due by the end of Sunday.
- **Post-n-Share assignments [20%]** are discussion board assignments for which you are "sharing" your thinking on resources you explore related to our three case studies with the class. You can see what your peers wrote after you share your post, but you do not need to reply. Your post is due at the end of Friday.
- **Reading Chapter Quizzes [20%]** are short (5-10 multiple choice) Canvas quizzes associated with concepts related to the reading and lectures. These are due at the end of Friday.
- **Weekly Learning Reflections [10%]** allows you to pause and recognize connections between what you already know and what you are learning. It is a way of helping you to become an active, aware, and critical learner.

- **Development Project Grant Application and Pitch [30%]** is a final creative project based on strong academic research and writing and applying your knowledge from the course. We dedicate the last 4 weeks of the semester to this project. This is a major project - there are multiple assignments and due dates. See the project module in Canvas for details.

Your assignments are due on the same days every week to give you some structure and flexibility. Quizzes, Post-n-Reply discussion posts, and Post-n-Share posts are due on **Fridays by midnight**. Post and Reply discussion replies are ultimately due on Sunday night by midnight, but I recommend you do them soon after you post while the material is fresh in your mind. Weekly learning reflections are also due on **Sunday night by midnight**. Write your reflection once you have finished the module. So that's two days to remember for due dates - Fridays, and Sundays.

*If you think there is a significant error or you didn't get a grade and don't know why, please let me know immediately (just like you, I miss hitting the "submit" button now and then!).

Turnaround time on graded work: It can be frustrating to wait a long time to receive feedback or to know your grade. For some items, like quizzes, you have instant feedback. Discussions and reflections take some time to get through - expect a one-week turnaround from the due date (ideally less!). You will see rubric comments and often additional comments in your grade book on your written assignments.

Early Alert:
A few weeks into the semester your instructors will send you an early alert message if they think that you are struggling with class. This message will let you know whether your instructors have noticed any academic problems, attendance problems, or both. When you get such a message, it is a chance to address a problem and improve on your work. We suggest meeting with your instructor.

Absences, late work, and accommodations: Plan on submitting work on time. All assignments are due by midnight (11:59 pm) on the scheduled dates. Because this is an asynchronous course, you already have flexibility with your time and should be able to adjust to minor personal and family emergencies; however, if you have a significant illness or another issue that impacts your ability to participate in the course, communicate with me immediately.

Note that assignment deadlines are not flexible. Discussion assignments every week have a key goal of students learning with and from each other. Late assignments compromise this learning goal and affect both your learning and that of your classmates. Student contributions impact the learning process for other students – **student-to-student interaction is a requirement of online courses**.

You will be submitting all your work on Canvas. Canvas automatically

- assigns a zero on Canvas when the due date/time passes.
- late submissions are automatically subject to a 7% per day late penalty, and the grade overrides the zero once the assignment is graded.

A late penalty can be removed for university-excused absences and for extenuating circumstances that temporarily impact your ability to participate in the course. *If you are experiencing extenuating circumstances, you need to communicate with me.*

- **Excused absences and late work:** According to University policy, excused absences require documented evidence of medical necessity or an approved college-sanctioned event. We will work out a schedule for you to complete your work *before or after* your absence. Zeros and late penalties will be removed once the work is turned in.
- **Unexcused absences and late work:** The late penalty is 7% per day – it is automatic and will diminish your potential grade to a floor of 65%. This means you can turn in late work and at least get a D and therefore you are always better off submitting something rather than nothing! But there is a limit: all week 1 to week 7 assignments must be submitted before the end of week 7; and all week 8 to week 14 assignments must be submitted before the end of week 14 to get the D rather than a zero.
- **Reasonable accommodations are available for students with documented disabilities** that may affect their ability to participate in some *limited course activities* or meet some *minor course requirements*. Documentation must be on file in the University's "accommodate" system. Both the eBook version of the textbook and Canvas have accessibility features that you may find useful, such as the immersive reader function. For more information on accommodations at UWO, see the Dean of Students website and the Accessibility Center.

Tips for managing online learning and participation

Online learning is different and can be challenging! What's out of sight can often be out of mind. Although you aren't coming to a physical classroom, ensure you stay engaged and on top of your work.

- **Create a schedule that works for you.** Early each week, review the week's overview page and the "What do to this week" page in the module. Plan your week and schedule consistent blocks of time to work on this class. Just like if you had an in-person class.
- **Budget time for working online.** You already know it will take you longer to respond to an online discussion than to raise your hand and comment in class - so give yourself time!
- **Find a place to focus - avoid shared spaces;** let others know when you're working so they leave you alone (or remind you to stay on task!)
- **Check Canvas.** I will post materials on Canvas, primarily using the announcement tool to post reminders twice a week and stay in touch with the class.

- **Don't procrastinate!** It can be effortless to delay work when you're not physically attending class. Keep up with what's posted in Canvas daily - set up a schedule for yourself so you don't fall behind.
- **Ask questions.** If you don't understand something, don't sit in silence. Message me, come to office hours, or post a question on our Q-n-A board.

Plagiarism and Academic Honesty: Plagiarism is using someone else's UNIQUE ideas, words, theories, evidence, findings, argument, etc., and passing them off as your own by not properly attributing or acknowledging he original source of those ideas.

Students may inadvertently plagiarize when they fail to provide page numbers for quotations in a paper or when they paraphrase or summarize the work of others without acknowledging the source in the text of their paper. Even "accidental" or "sloppy" plagiarism is widely considered wrong, unethical, and dishonest. If you are unsure whether or not what you have written constitutes plagiarism, ask before you turn it in. If there is an issue, we'll talk.

Artificial Intelligence (AI) can be complicated regarding plagiarism and academic honesty. AI text generators can be useful tools, but they are often prone to factual errors, incorrect or fabricated citations, and misinterpretations of abstract concepts. I have found that Chat GPT (and other AI tools) are not reliable - they often make things up, from names of court cases to academic citations and historical names. Do not rely on AI to be correct! AI is permitted in this course under certain circumstances as a tool but should be used cautiously. Moreover, AI programs are not a replacement for human creativity, originality, and critical thinking. These are skills that you must develop over time.
- The use of AI tools is permitted in this course to:
    - Brainstorm and try out ideas.
    - Fine-tune research questions.
    - Draft an outline to organize your thoughts.
    - Check grammar and style.
- The use of AI tools is NOT permitted in this course to:
    - Impersonate you in classroom contexts, such as by using the tool to compose discussion posts or replies.
    - Write entire sentences, paragraphs, or papers to complete class assignments.

Remember that you are responsible for the content of any work submitted for this course. This includes the information you submit based on an AI query such that it does not violate intellectual property laws, contain misinformation, or unethical content. Your use of AI must be properly documented and cited to stay within university policies on academic integrity. Any assignment that is found to have used generative AI tools in unauthorized ways runs afoul of the academic integrity expectations.

See the Dean of Students' resources on plagiarism for more information about how we address these issues at UWO. This class uses Turnitin technology to help you and me detect plagiarism issues and the use of AI.

Citations: Your written work should always demonstrate that you have read the material, that you understand it, and that you can apply concepts and support your reasoning. Use your textbook and course materials for support.

In all your written work for this course, you must cite your sources (even course material). If you are a political science major, the Political Science Department has writing resources for you, including a citation style guide. UWO Libraries also has citation help.

COURSE SCHEDULE OF READINGS AND ACTIVITIES

We have a course schedule that we will follow over the course of the semester. The basic schedule is reproduced below. In Canvas, this schedule includes hyperlinks to our weekly pages with detailed plans and additional resources for each week. If anything changes in our schedule, I will inform you via announcements.

I have structured the course with lots of reminders and deadlines to keep you on pace to completion. You should sign up for Canvas notifications to ensure you do not miss class announcements and reminders.

Each week has its own module in Canvas, and each module is structured the same way with **consistent assignments and due dates** to help you structure your time. These include:

- *A video overview of the week*
- *Learning objectives for the week*
- *Assigned readings*
- *Related learning resources (e.g. a video mini-lecture, a video discussion to preview your readings, a concept explainer page, multimedia resources)*
- *Connect and Explore resources related to our case studies*
- *Group discussion(s) assignments (post and reply and post and share - posts are always due on Fridays, and replies are always due on Sundays)*
- *Short reading Quiz(zes) (always due Fridays)*
- *Reflection on your learning process (always due Sunday night)*

Week 1 - Defining Development and Poverty (module available August 30)
Chapter 1. What is Development? From Economic Growth to the Sustainable Development Goals, By Jessica Schafer, Paul A. Haslam, and Pierre Beaudet
Chapter 26. Measuring and Evaluating Poverty, By Keetie Roelen

Week 2 - Explaining Underdevelopment - Theory 1 (module available September 13)
Chapter 2. Imperialism and the Colonial Experience, By Eric Allina
Chapter 3. Theories of Development Economics, By Pablo Heidrich

Chapter 4. The Critical Political Economy of Development, By Susan Spronk and Jody-Ann Anderson

Week 3 - Explaining Underdevelopment - Theory 2 (module available September 20)
Chapter 5. Post-Development and Alternatives to Development, By Aram Ziai
Chapter 6. Gender and Development: Theoretical Insights and International Commitments, By Rebecca Tiessen, Jane Parpart, and Marianne H. Marchand
Chapter 8. State of the State: Does the State Have a Role in Development?, By Anil Hira

Week 4 - Complex Issues Affecting Development (module available September 27)
Chapter 25. Culture and Development, By Nissim Mannathukkaren
Chapter 22. Conflict and Development, By Torunn Wimpelmann and Astri Suhrke
Chapter 17. Democracy, By Cédric Jourde

Week 5 - International Actors in Development (module available October 4)
Chapter 9. National Development Agencies and Bilateral Aid, By Stephen Brown
Chapter 10. The International Financial Institutions, By Marcus Taylor
Chapter 11. The United Nations and Multilateral Actors in Development, By David Sogge

Week 6 - Non-Governmental Actors in Development (module available October 11)
Chapter 12. Private Enterprise and Development, By Paul A. Haslam
Chapter 13. Civil Society and Development, By Henry Veltmeyer
Chapter 7. Globalization and Development, By Pierre Beaudet

Week 7 - Trade, Investment, and Lending (module available October 18)
Chapter 14. China and the Emerging Economies, By Jing Gu
Chapter 15. Debt and Development, By Joseph Hanlon and Tim Jones
Chapter 16. Free Trade, Fair Trade, and South-South Trade, By Gavin Fridell

Week 8 - Rural and Urban Development Challenges (module available October 25)
Chapter 18. Climate Change, Environment, and Development, By Chukwumerije Okereke and Abu-Bakar S. Massaquoi
Chapter 19. Rural Development, By Joshua J. Ramisch
Chapter 20. Urban Development: Cities in the Global South, By Lisa Bornstein and Anne Latendresse

Week 9 - Health and Humanitarian Policy Challenges (module available November 1)
Chapter 21. Development and Health, By Ted Schrecker

Chapter 23. Refugees and International Development Policy and Practice, By James Milner
Chapter 27. Inequality and Social Policy, By Arjan de Haan

Week 10 - Doing Development - Practical and Ethical Concerns (module available November 8)
Chapter 28. Planning and Appraising Development Projects, By David Potts
Chapter 29. Humanitarian Assistance and Intervention, By Laura Hammond
Chapter 30. Ethics of Development, By Des Gasper

Project (Week 11-14) Overview and Timeline
Your project is to write a "seed grant" proposal on one of two grand challenges. You will be developing your proposal and submitting a "fake" (simplified) grant application for pre-review, final review, and presenting a "quick pitch" version of your project. You will also serve as a grant reviewer and help decide which proposal to fund.

- Developing your ideas and peer review - Weeks 10 - 13

The first step is a series of idea development and peer review and critique opportunities, including meeting with me twice. These assignments are aimed at keeping you on track and preparing you to pitch your innovation and submit your final application. *Together, these assignments represent 25% of your project grade.*
> Commit to a challenge (Nov 5)
> Write a Concept Note (Nov 12)
> Meeting with me #1 (Nov 13 - Nov 21)
> Demonstrating Innovation Draft Statement (Nov 26) / Peer review (Nov 28)
> Addressing Challenges Draft Statement (Nov 29) / Peer review (Dec 1)
> Meeting with me #2 (Nov 30 - Dec 7)

- Final products: Pitch and Apply - Week 14

You will present your project/innovation and view those of others in a Quick Pitch presentation due at the beginning of week 14. Your final proposal is due at the same time. *These two final products represent 50% of your project grade overall.* Applications are not accepted after this time (the assignment will close). There is no late option or extension for these final assignments.
> Quick Pitch presentation (Dec 11)
> Final application (Dec 11)

- Review, Fund, and Reflect: Week 14

We then turn to grant application evaluation in the remainder of week 14. You will be serving as a grant reviewer in this final stage - *your reviewer role represents 25% of your project grade.* There is no late option or extension for these final assignments.

Vote on quick pitches (Dec 15)
Evaluations of a subset of proposal applications (Dec 15)
Individual reflection (Dec. 17)

POLITICAL SCIENCE DEPARTMENT POLICIES

Office Hours: The [Political Science Department](#) uses Microsoft Teams (MS Teams) for holding office hours. This system is available to all UWO students. Your Poli Sci faculty are available during their posted office hours (whether you are taking an in-person or an online class). To use MS Teams during office hours, send a chat to your instructor to let them know you want to meet - think of that as the equivalent of knocking on the door. We're here for you! Please use our office hours freely and often. Many faculty are also happy to set up meetings outside of office hours if students have conflicts with the posted times.

Expectations for Academic Honesty: A college education is intended to develop your skills, knowledge, and confidence. Graded assignments are designed to work on these items. Thus, to gain the skills, knowledge, and confidence of a college-educated person, all graded work is to be your own. When you are directed to work alone, an assignment or test must be done by you, its primary ideas are to be your own, and any outside materials should be dealt with appropriately (quoted when using someone's words and cited when quoting or referencing them in any other way). When you are asked to work in teams, that work should be done by the group collaboratively. [More information can be found here.](#)

Concerns or Grievances: The Department of Political Science is committed to offering you a high-quality classroom or online experience, and we take your feedback very seriously. If you have concerns about anything related to this course, assignments, or teaching method, you are encouraged to first speak with your instructor directly. If you are uncomfortable speaking with the instructor, you are invited to speak with the Chair of the Department of Political Science, Dr. Tracy Slagter. She can be reached at slagtert@uwosh.edu. Should she be unable to resolve your concerns, she will guide you to appropriate resources within the College of Letters and Science.

Note to Political Science Majors: Congratulations on joining a great major - the world needs your critical thinking, creative problem-solving, knowledge of the issues, and stellar communication skills!

Political Science majors should take Political Methodology (245) in either their sophomore year or the first semester of their junior year. If you have questions about this requirement, your course schedule, possible internships, or career preparation, please reach out to your faculty adviser. Students are encouraged to meet with their faculty advisers at least once per year. If you are unsure who your adviser is, you can check TitanWeb or email **Ms. Angelee Hammond** at hammond@uwosh.edu.

Changes: If substantive changes are made to this course syllabus, such as changes in schedule or assignments, notification will be provided promptly, and a revised syllabus will be made available.

UNIVERSITY RESOURCES

I want you to be successful! There are many student resources dedicated to your academic and personal success.

UW Oshkosh strives to create inclusive learning environments. Reasonable accommodations are available for students with documented disabilities that may affect their ability to participate in course activities or meet course requirements. For more information, see the Dean of Students website and the Accessibility Center.

If you have any situation/condition, either permanent or temporary, that might affect your ability to perform in this class or access class assignments; please reach out to me so that we can work together on a plan for your success. Canvas is an ADA-compliant course management software suite. Both Canvas and our textbook have accessibility features that you may find helpful such as the immersive reader function.

Diversity drives innovation, creativity, and progress. At the University of Wisconsin Oshkosh, the culture, identities, life experiences, unique abilities, and talents of every individual contribute to the foundation of our success. Creating and maintaining an inclusive and equitable environment is of paramount importance to us. This pursuit prepares all of us to be global citizens who will contribute to the betterment of the world. We are committed to a university culture that provides everyone with the opportunity to thrive.

By federal regulations set forth by The Higher Education Act of 1965 (amended in 1998), consumer information is available to all students at the University of Wisconsin Oshkosh.

STUDENT RIGHT TO KNOW ACT (1990) Students are advised to see the following URL for disclosures about essential consumer protection items required by the Student Right to Know Act of 1990: https://uwosh.edu/financialaid/consumer-information/