

LSC Use Only
 Number: 166
 Action: _____
 Date: _____

UWUCC Use Only
 Number: _____
 Action: 9-24-92
 Date: App'd.

CURRICULUM PROPOSAL COVER SHEET
 University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: PS 389 Developing Nations
 Suggested 20 Character Course Title: Developing Nations
 Department: Political Science
 Contact Person: Dr. Dagem Dejene

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
 _____ Course Revision/Approval and Liberal Studies Approval
X Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

_____	<u>R. F. Sutton</u> 12-7-91
Department Curriculum Committee	Department Chairperson
_____	_____
College Curriculum Committee	College Dean *
<u>CD [Signature]</u>	_____
Director of Liberal Studies (where applicable)	Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

First Composition Course Second Composition Course
 Mathematics

KNOWLEDGE AREAS:

Humanities: History Fine Arts
 Humanities: Philos/Rel Studies Social Sciences
 Humanities: Literature Non-Western Cultures
 Natural Sci: Laboratory Health & Wellness
 Natural Sci: Non-laboratory Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim Sec Incid N/A

- A. Intellectual Skills and Modes of Thinking:**
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
2. Literacy--writing, reading, speaking, listening.
3. Understanding numerical data.
4. Historical consciousness.
5. Scientific Inquiry.
6. Values (Ethical mode of thinking or application of ethical perception).
7. Aesthetic mode of thinking.
- B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person**
- C. Understanding the Physical Nature of Human Beings**
- D. Collateral Skills:**
1. Use of the library.
2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

Date: IV.A I am presently the only person teaching this course and will remain so in the pursuable future.

Subject: B This course analyzes third world politics. The contribution of women to third world politics is covered extensively (see syllabus, Section ~~VIII~~ III-H).

To: C The section on culture includes Ali Mazrui's Cultural Engineering and Nation-Building in East Africa, which discusses how traditional cultures can be utilized in the process of nation-building.

From: D This is not an introductory course.

CHECK LIST — NON-WESTERN CULTURES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied and not merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

These additional non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture,...
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies—anthropological, geographical, historical, sociological, and so forth—may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.

- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.

CHECK LIST — LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- X Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- X Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- X Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- X Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- X Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- X Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency.. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

COURSE SYLLABUS

I. CATALOGUE DESCRIPTION

PS 389/589 Developing Nations

3 credits
no prerequisites

Examination of the problems of political and economic development in developing nations. Analyzes the impact of colonialism, politics, economics, cultural constraints, and national and international factors which are obstacles to development. Analyzes the role of women, and the impact of the military on the political and economic development of third world countries.

II. COURSE OBJECTIVES

1. Help the student understand the historical causes of underdevelopment and political instability in the third world.
2. Make the student familiar with the culture, politics, and economics of the third world.
3. Enable the student to critically analyze third world problems and suggest possible solutions for achieving socio-economic development.

III. COURSE OUTLINE

A. Defining and Understanding the Third World

Readings:

Jacqueline Braveboy-Wagner, Interpreting the Third World, Chapter 1, "Defining the Third World." (on reserve)

Robert P. Clark, Power and Policy in the Third World, Introduction.

John T. Rourke, International Politics on the World Stage, Chapter 1, "Approaches to the Study of World Politics," (on reserve)

Annual Editions: Third World 92/93, Unit 1, Topics 1-3 & 5.

B. The Nature of Colonial Rule and Its Impact on Third World Politics

Readings:

Clark, Ibid., Chapter 1, "The Impact of Colonialism on Third World Politics."

Braveboy-Wagner, Ibid., Chapter 2, "Colonialism and its Political Aftermath." (on reserve)

Walter Rodney, How Europe Underdeveloped Africa, Chapter 6, "Colonialism as a System for Underdeveloping Africa."

Annual Editions, Unit 4, Topics 27, 28, 31.

Mahatma Gandhi, An Autobiography.

Films: The Africans: Exploitation
U.S. and the Philippines: Colonial Days

Supplemental Readings:

Christopher Clapham, Third World Politics
Christian Potholm, The Theory and Practice of African Politics
David E. Schmitt, Dynamics of the Third World
Gus J. Liebnow, African Politics Crises and Changes

C. Social and Economic Problems in the Third World

Readings

Clark, Ibid., Chapter 2, "Social and Economic Problems in the Third World."
David H. Blake and Robert S. Walters, The Politics of Global Economic Relations, Chapter 2, "World Trade Dilemmas" (on reserve)
Blake and Walters, Ibid., Chapter 4, "The Multinational Corporation: Challenge to the International System." (on reserve)
James Weaver and Kenneth Jameson, Economic Development: Competing Paradigms. Annual Editions, Unit 6, Topics 38, 41, 43, 46.

Films: The Global Assembly Line
Sharing the Land

Supplemental Readings

J. Spero, The Politics of International Economic Relations.
J. Galtung, "A Structural Theory of Imperialism," Journal of Peace Research, No. 2, 1971.
C.F. Bergsten, World Politics and International Economics.
C.F. Bergsten, The Future of the International Economic Order.
P. Ellsworth and J. Kurth, The International Economy.
Guy Eerb and V. Kallab, Beyond Dependency: The Developing World Speaks Out.
Frank Tachau, The Developing Nations: What Path to Modernization.

D. Conflicts of Culture in the Third World

Readings:

Clark, Ibid., Chapter 3, "Culture and Change in the Third World."
Ali A. Mazrui, The Africans, Chapter 12, "Toward Cultural Synthesis" (on reserve).

Film: The Africans: Conflicts of Culture

Supplemental Readings:

Gabriel Almond and Sidney Verba, The Civic Culture.
Goran Hedebro, Communication and Social Change in Developing Nations.

E. Political Participation in the Third World

Readings:

Clark, Ibid., Chapter 4, "Political Participation in the Third World."

Samuel P. Huntington, Political Order in Changing Societies,
Chapter 1, "Political Order and Political Decay" (on
reserve)

Films: The U.S. and the Philippines: People Power
The State of Apartheid (South Africa)
Civil War in Mozambique

Supplemental Readings:

George Delury, World Encyclopedia of Political Systems and
Parties.

Victor Alba, Politics and the Labor Movement in Latin America.

F. Political Institutions in the Third World

Readings:

Clark, Ibid., Chapter 5, "Government Institutions in the Third
World."

Paul Cammack, David Pool and William Tordoff, Third World
Politics, Chapter 4, "The Military" (on reserve).

Film: The Africans: In Search of Stability

Supplemental Readings:

David Stephen, Third World Coups d'etat and International
Security.

Herman Valentine, Parliament of the World.

G. Policy Making and Implementation in the Third World

Readings:

Clark, Ibid., Chapter 6, "Policy Making in the Third World."

Clark, Ibid., Chapter 7, "Political Performance in the Third
World."

H. Women in Third World Politics

Readings:

Cammack, Pool, and Tordoff, Ibid., Chapter 6, "Women in Third
World Politics." (on reserve)

Dagem Dejene, "The Role of Women in African Politics."

IV. EVALUATION METHODS

1. Mandatory reading of assigned materials.
2. Class participation; 10% of final grade is based on class participation.
3. Two mid-term examinations and one final examination:
 - First Midterm Exam = 30% of final grade
 - Second Midterm Exam = 30% of final grade
 - Final Exam = 30% of final grade

V. REQUIRED READINGS

Robert P. Clark, Power and Policy in the Third World.

James Weaver and Kenneth Jameson, Economic Development: Competing Paradigms.

Mahatma Ghandi, An Autobiography.

Jeffrey M. Elliot, Annual Edition: Third World 92/93.

VI. BIBLIOGRAPHY

Amiya Kumar Bagchi, The Political Economy of Underdevelopment, Cambridge University Press, 1982.

Amar Narayan Agarwal and S.P. Singh, eds., The Economics of Underdevelopment, New York: Oxford University Press, 1963.

Gabriel Almond and Sidney Verba, The Civic Culture, Princeton, NJ: Princeton University Press, 1963.

Bhagwati, Jagdish N., ed., Economics and World Order: From the 1970s to the 1990s, New York: The Free Press, 1972.

Samuel P. Huntington, Political Order in Changing Societies, New Haven, CT: Yale University Press, 1968.

Samuel P. Huntington and Joan M. Nelson, No Easy Choice: Political Participation in Developing Countries, Cambridge, MA: Harvard University Press, 1976.

Joseph LaPalombara and Myron WEiner, eds., Political Parties and Political Development, Princeton, NJ: Princeton University Press, 1966.

Mazrui, Ali A., Cultural Engineering and Nation Building in East Africa, Evanston, IL: Northwestern University Press, 1972.

Barrington Moore, Jr., Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World, Boston: Beacon Press, 1966.

Howard Wriggins, The Ruler's Imperative: Strategies for Political Survival in Asia and Africa, New York: Columbia University Press, 1969.

World Bank, World Development Report, 1980.