

---

---

## WINTER 2015

### PSC 310: POLITICAL CULTURE AND DEVELOPMENT

Clement E. Adibe, Ph.D.

**Office:** 990 W. Fullerton, #2210 (LPC); **Loop: Lewis 1635.**

**Tel.:** 773-325-1981

**Fax:** 773-325-7337

**E-mail:** [Cadibe@depaul.edu](mailto:Cadibe@depaul.edu)

**Lecture Hours:** T Th: 11.50am-1.20pm

**Lecture Room:** 14 East Jackson, Room 408

**Office Hours:** T Th: 1.30-2.30pm at the Loop Office; and by appointment

#### COURSE DESCRIPTION AND OBJECTIVES

For much of human history “development” which, in essence, is human progress, has been the driving force for social change. Yet, in the scholarly literature, development remains a hotly contested concept. Amongst theorists of international political economy and cultural geographers and historians, there is profound disagreement as to whether development represents a *condition* or a *process*. However that debate is resolved, what is indisputable thus far from the results of empirical studies is that development is a function of time and space; that is, the meaning and substance of development varies with time and location. To this, a recent study has added yet another insight: that development is essentially a function of *culture*, defined as a set of norms, customs, practices and institutions that govern social relations in a particular society.

The relationship between political culture and development poses significant challenges to students of international and comparative political economy, especially in an era when our faith in *globalization* is being increasingly challenged. This course is research-driven, so greater emphasis will be placed on students’ reasoned responses to pertinent scholarly ideas and debates through extensive class discussions and seminars, and students’ formulation and execution of their research projects during the quarter.

This course is designed to enable students of diverse backgrounds and multidisciplinary interests—social sciences, humanities, international studies and commerce—to examine in some detail the complex relationship between culture, politics and development. To this end, we shall examine three sets of issues. The first relates to basic conceptual concerns, such as the meaning and measures of development and culture. The second, which is investigative, is to examine the nature and extent of the linkage between culture and development. The objective here is not to reinvent the wheel, but to encourage students to apply conceptual knowledge and insights to empirical cases drawn from different regions of the world. Third and finally, at the end of this course, students should be able to assess the significance of culturally-determined explanations for the developmental successes or failures of societies in the international system.

### **Learning Outcomes**

Students enrolled in this senior seminar shall be expected to gain and demonstrate competence in the following areas:

- Strong analytical reasoning skills, using comparative development theories and evidence drawn from different geopolitical regions of the world
- Strong research and writing skills, through the development and execution of an independent research paper
- Strong oral presentation skills through in-class presentation of research and accompanying question and answer sessions
- Comparative cultural awareness through a sustained examination of the cultural, political and development attributes of societies from different geopolitical regions of the world.

### **COURSE ASSUMPTIONS**

This course assumes that students have taken introductory and some combination of upper level courses in comparative politics and/or international politics or American politics. It also assumes a high level of student awareness of current national and global affairs. Students are generally expected to be regular readers of current affairs magazines, such as The Economist, Time, The New York Times and their equivalent in the print and electronic media. By far the most important assumption of this course is that students are willing to learn, and are willing to challenge and be challenged by ideas.

### **COURSE REQUIREMENTS AND EVALUATION**

Attendance and Class Participation (20%): Attendance of **all** class meetings and full participation in class activities shall be required of all students. Students will bear full responsibility for any class that they miss. As per University regulations, students who miss classes for medical reasons must produce acceptable documentary evidence, and must also assume full responsibility for catching up on any readings and assignments that they may have missed.

In order to fully maximize the 30 hours of class meeting during the quarter, students are strongly encouraged to read all assigned materials ahead of scheduled class meetings to enhance their ability to participate actively in class discussions. Class participation grades will reflect students' attendance record and level of engagement in in-class and D2L discussions.

Class Presentation (20%): Each student will take turns in making a scholarly presentation to the entire class. This 10-minute presentation will be based on a thorough perusal and critical evaluation of assigned readings for the class session on which the seminar will be presented. To this end, students will be required to post on D2L's Discussion Board a **4-5 page** abstract of their presentation at least 48 hours before their presentation. Students who do not submit an abstract of their presentation as stipulated will have a maximum grade of a **C+** for their class presentation. To prepare for the seminar exercise, I shall circulate a seminar roster to the class before or during the third week of classes. It is students' responsibility to ensure that they have been scheduled for class presentation.

Mid-term Exam (20%): Each student shall be required to write an examination in the middle of the quarter. The mid-term exam shall be administered on **February 5, 2015**.

Final Research Paper (40%): Each student shall be required to produce an independent research paper at the end of the course. To this end, students shall, in consultation with me, choose a topic of their choice. The topic must be related to the general theme and focus of the course, culture and development. I expect all students to have chosen their research topics by the end of January. The research paper should be anchored on a set of questions and at least *two competing theories* that explain the problem or puzzle. The essay should have a clear thesis statement and demonstrate a sophisticated use of evidence to support the thesis. The essay must be *mechanically* sound and contain a full *bibliography* that lists all sources used in the research, such as books/monographs, academic journal articles, newspaper articles, web sources, statistical data, etc. For this project, students are required to work with a technician at the University Center for Writing-based Learning (UCWbL). It is the responsibility of students to arrange for meetings with UCWbL technicians. The length of the independent research essay should range between **12-15 pages double-spaced (Times New Roman 12 point font)**. To facilitate a timely completion of the term paper, students should adhere to the following phases of the research project:

- Stage 1: Research Proposal. Submit a **one-page** project description by **February 1, 2015**. Completed research proposals should be posted in the designated folder on our D2L's drop box menu as a WORD document ONLY, not PDF! The project proposal document should contain *a title, a one paragraph description of the problem, the research questions, a preliminary thesis statement and the kinds of evidence that will be used to support the thesis. The second paragraph should provide a brief annotated bibliography of the most important academic sources for the project, excluding Wikipedia sources, of course!* This stage shall be worth **5.0/40 points**.

- Stage 2: Rough draft of essay and Liaison with UCWbL technician. Work on an early draft of your essay with a technician at the University Center for Writing-based Learning (UCWbL). To get the best of out of your time at UCWbL, you should contact a technician early in the quarter and severally, either in person or electronically. Past experiences have shown that students who have a working draft of their term paper are better able to get the best assistance possible from UCWbL technicians. For that reason, start early in the quarter and get a good draft to your technician as early as possible. When you do meet with a technician, have them send a report directly to me. A written evidence of your consultation with a technician at UCWbL is worth **5.0/40** points. This phase of the project should run between **February 1-28, 2015**.
- Stage 3: Submission of complete draft for my review. Submit a complete draft of your term paper to me for my review/suggestions no later than **March 1, 2015**. This is worth **5.0/40** points. Your draft term paper should be posted in the designated folder in our D2L's Drop box as a WORD document ONLY, not PDF!
- Stage 4: Research Presentation. Present your research paper to the class on March 3 and 5 (look for further details in the research seminar roster). The feedback received from me and your peers may be used to refine the final paper. The research presentation is worth **5.0/40** points.
- Stage 4: Final Copy of Research Paper. Submit a revised, final version of your term paper, no later than **March 17, 2015**. The final version should be submitted in the designated folder in the Drop box menu. This stage is worth **20.0/40** points. Note that the penalty for late submission of all essays is the loss of one grade point for each day past the deadline.

*Working With Writing Technicians at UCWbL.* Writing is a central part of this course, and many others in LAS. Because writers improve by sharing their work with others and individual pieces of writing improve through a process of drafting and revision, each student in this class this quarter should make out time to consult with a technician at UCWbL on your essays, especially the final term paper. Work with UCWbL technicians on making real and substantive revisions to your draft essay. You and your technician will spend time, for example, focusing your topic, strengthening your thesis statement, learning relevant grammatical principles, or providing more or more effective evidence for your claims. The goal of this whole process is to help you make smart, significant revisions to your paper *before* the paper is turned in for a grade. Overall, your UCWbL technician will help you to learn more about the standards for written products in this course, and about the process of writing and revision. However, **you—not your UCWbL technicians—are ultimately responsible and accountable for the integrity and quality of research and writing that you produce for this course.**

## POLICIES ON LATE SUBMISSION OF ESSAYS AND ENROLLMENT

Students are required to submit their essays on time. The penalties for late submission of essays are stiff: the loss of one full grade point for each day past due. In addition, I reserve the right not to accept essays that are three days past due. A late essay may be excused in some extenuating circumstances, such as ill health or jury/military duty. In such cases, a written document from the authorized personnel is required. All students must be officially registered for this class in order to attend and earn credit.

## ACADEMIC INTEGRITY

In all essays and assignments, students are **strongly cautioned against any form of plagiarism**, which is an *unethical* conduct that also violates University policy on academic integrity. All essays submitted in this course shall be run through anti-plagiarism software, such as Turnitin, for originality checking. All students enrolled in this course should familiarize themselves with the University's policy on academic integrity, which is located at: <http://studentaffairs.depaul.edu/homehandbook.html>. According to this policy:

**'Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement.'** Plagiarism will result in a failure of the assignment or possibly of the course.

## EMERGENCY EVACUATION POLICY AND PROCEDURES

Students should familiarize themselves with DePaul's emergency evacuation policy and procedures, which may be downloaded from the following web site:

<http://rmehs.depaul.edu/emergency/evacuation.asp>

## GRADING POLICY

An "A" indicates an excellent and exceptional performance. This grade is reserved for students whose work demonstrates an extra-ordinary level of competence and distinction. A perfect attendance record, for instance, would meet the criterion of excellence. A student who regularly or always reads all the assigned materials before class meetings and volunteers accurate comments and responds correctly to direct questions posed to him/her or the class, will meet this standard. "B" is assigned to a satisfactory performance of an assigned task. This grade indicates that no new insight has been added, and that the student's performance is above average. "C" indicates an average performance by a student. This grade usually indicates that a student barely met the requirements of a task and needs to work harder. Very few students get a "D", which indicates a less than

satisfactory (i.e. below average) performance of tasks, and even fewer students obtain an “F”, which indicates a failure to perform up to the minimum level of expectation. Pluses (+) and minuses (-) are used to indicate better or lesser performance levels between the grades. **Students whose performance falls consistently at or below a “C” average should contact me early on to find ways of addressing possible problems of comprehension, interpretation and writing.** Here is the numerical grade distribution, in percentages: 98-100 (A+, final grades excepted); 94-97 (A); 90-93 (A-); 85-89 (B+); 80-84 (B); 75-79 (B-); 70-74 (C+); 65-69 (C); 60-64 (C-); 55-59 (D+, final grade excepted); 50-54 (D); 0-49 (F). Please note that all assigned letter grades, unless otherwise stated, are converted to the *lowest* end of the numerical scale.

In all, the final evaluation shall be based on the following distribution:

<b>Activities</b>	<b>Grade Allocation</b>
Class Attendance & Participation	20%
Seminar/Class Presentation	20%
Mid-term Exam ( <b>February 5, 2015</b> )	20%
Term Paper ( <b>March 17, 2015</b> )	40%
<b>TOTAL</b>	<b>100%</b>

### **REQUIRED TEXTS**

**(Available at Barnes & Noble DePaul University Bookstore, Loop Campus)**

ACEMOGLU, Daron and James Robinson (2013). *Why Nations Fail*. New York: Crown Publishing Group.

COLLIER, Paul (2008). *Bottom Billion*. Oxford University Press.

HARRISON, Lawrence and Samuel P. Huntington, eds. (2000), *Culture Matters: How Values Shape Human Progress*. New York: Basic Books.

KARLAN, Dean and Jacob Appel (2012). *More Than Good Intentions*. Plume Publishers.

### **UNIVERSITY RESOURCES FOR STUDENTS**

#### ***1). FINANCIAL AID SERVICES***

DePaul's office for financial aid has an apt description of its services and rationale that I could not resist posting in full:

Paying for college is a great investment, but it can also leave you feeling a little breathless. That’s why we’re here. The Office of Financial Aid is your guide and your resource for helping to make college affordable. Have questions? We’ll find answers. Want to apply for financial aid and scholarships? We’ll point you in the right direction. Need more funding? We know where to look for

additional sources.  
(<http://www.depaul.edu/admission/FinancialAid/>)

## 2). *STUDENTS WITH SPECIAL NEEDS*

Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate reasonable accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at 773-325-1677 or Student Center, #370.

## 3). *UNIVERSITY CENTER FOR WRITING-BASED LEARNING (UCWbL)*

DePaul Writing Center offers a wide range of services to all members of the university community. Located in the Loop (Lewis 1600) and LPC (SAC 212), the Writing Center is prepared to assist students at every stage of the writing process:

Grounded in the belief that language in general, and writing specifically, shapes and sustains democratic processes, the members of the University Center for Writing-based Learning community believe writing is fundamental to an individual's participation in democracy in that writing promotes learning, critical inquiry, self-development, and reflection through continual revision. We are committed to both DePaul's shared vision to enhance "academic rigor" and DePaul's mission to promote personalism through appreciation of the "dignity of each individual." As such, we collaborate with writers from all disciplines, backgrounds, levels of expertise, and roles within the University community. Our goal is to help develop better writers along with better writing. (URL: <http://condor.depaul.edu/writing/what/Writing%20Center/wc.html>).

## 4). *CAREER COUNSELING AND GUIDANCE*

It is not too early to think about a career. If you have not already done so, plan on meeting with your faculty advisor to discuss your career interests and choices. In addition, DePaul's Career Center has various resources to guide you seek and plan for a career, internships, etc. Here is the URL for the career center:  
<http://careercenter.depaul.edu/>

## 5). *STUDENT MENTORING*

Mentoring services are available to all DePaul students at any level of study and academic preparation. It is not too early or too late to seek out a mentor. The Alumni Sharing Knowledge (ASK) initiative is a great place to start: "An ASK mentor is a professional who volunteers his or her time to network with DePaul students and provide advice and career insight. Connecting with a mentor gives you the chance to ask questions about a major, field or career path, and learn from other people's experiences" (<http://ask.depaul.edu/Students/MentoringandAdvice/index.asp>).

*6). COUNSELING SERVICES*

The University Counseling Services (UCS) is devoted to students' varied counseling need: "We are committed to a student centered, developmental approach. Our purpose is to assist students in defining and accomplishing personal/academic goals, thus maximizing their potential to benefit from the academic environment and experience." The URL for UCS is: <http://studentaffairs.depaul.edu/ucs/>

*7). GENERAL CONCERNS/INFORMATION*

Visit DePaul Central (<http://depaulcentral.depaul.edu/>) for more information on additional resources that are available to you at DePaul University.



---

## COURSE OUTLINE

### WEEK 1: PROBLEMATIZING CULTURE & DEVELOPMENT

#### January 6: Introduction & Course Overview

##### Readings

- ❖ Lawrence Harrison and Samuel P. Huntington, eds., *Culture Matters*, “Introduction.”
- ❖ Daron Acemoglu and James Robinson, *Why Nations Fail*, Preface.
- ❖ Lawrence Harrison, “Haiti’s Culture & Vulnerability,” (audiovisual), 2010.  
<https://www.youtube.com/watch?v=TiELJTIQT8Q>

#### January 8: Problematizing Culture and Development: The Theoretical Debate

##### Readings

- ❖ Lawrence Harrison and Samuel P. Huntington, eds., *Culture Matters*, chs. 1, 2 & 16.
- ❖ Daron Acemoglu and James Robinson, *Why Nations Fail*, chs. 1 & 2.

### WEEK 2: GLOBALIZATION & DEVELOPMENT

#### January 13: Problematizing Development

##### Readings

- ❖ Lawrence Harrison and Samuel P. Huntington, eds., *Culture Matters*, chs. 3, 4 & 10.
- ❖ Paul Collier, *The Bottom Billion*, Part 1.

#### January 15: Poverty and Development: Janus-Faced?

##### Readings

- ❖ Lawrence Harrison and Samuel P. Huntington, eds., *Culture Matters*, ch. 12.
- ❖ Daron Acemoglu and James Robinson, *Why Nations Fail*, ch. 9.

### **WEEK 3: THE (UNDER)DEVELOPMENT TRAPS**

#### **January 20: The Resource Curse**

##### Readings

- ❖ Paul Collier, *The Bottom Billion*, Part 2, chs. 2 & 3.
- ❖ Daron Acemoglu and James Robinson, *Why Nations Fail*, ch. 5

#### **January 22: Geography and other Curses**

##### Readings

- ❖ Paul Collier, *The Bottom Billion*, Part 2, chs. 4 & 5; and Part 3.
- ❖ Daron Acemoglu and James Robinson, *Why Nations Fail*, chs. 3 & 4.

### **WEEK 4: CULTURE, GENDER AND (UNDER)DEVELOPMENT**

#### **January 27: Culture and Gender Inequality**

##### Readings

- ❖ Lawrence Harrison and Samuel P. Huntington, eds., *Culture Matters*, chs. 13 & 14.

#### **January 29: Institution-building, Class Formation and Development**

##### Readings

- ❖ Daron Acemoglu and James Robinson, *Why Nations Fail*, chs. 6-8.

### **WEEK 5: CULTURE, DEVELOPMENT AND HUMAN SECURITY**

#### **February 3: Culture, Democracy and the Free Market**

##### Readings

- ❖ Lawrence Harrison & Samuel Huntington, *Culture Matters*, chs. 7-9.
- ❖ Paul Collier, *The Bottom Billion*, Part 4, ch. 7.

## February 5: Midterm Exam

### WEEK 6: THE DEVELOPMENT CHALLENGE: THE LIMITS OF GLOBAL GOODWILL

## February 10: International Development Interventions

### Readings

- ❖ Paul Collier, *The Bottom Billion*, Part 4, chs. 8-10.
- ❖ Daron Acemoglu and James Robinson, *Why Nations Fail*, chs. 11-13.

## February 12: When Goodwill is not Enough in International Development

### Readings

- ❖ Dean Karlan and Jacob Appel, *More Than Good Intentions*, chs. 1-5.
- ❖ Ian Kerridge and Lyn Gilbert, 2014. "Epidemic Ethics: Four Lessons From the Current Ebola Outbreak." <https://theconversation.com/epidemic-ethics-four-lessons-from-the-current-ebola-outbreak-30534>. 24 August, 2014.

### WEEK 7 CASE STUDIES IN CULTURE & DEVELOPMENT (PART I)

## February 17: Democracy, Security & Development in Africa

### Readings

- ❖ Lawrence Harrison & Samuel Huntington, *Culture Matters*, chs. 6 & 11.
- ❖ Robert Bates (2010). "Democracy in Africa." *Social Research* 77(4): 1133-1148.
- ❖ Ethan B. Kapstein (2009). "Africa's Capitalist Revolution." *Foreign Affairs* 88(4), July/August, pp. 119-128.

## February 19: Globalization and Economic Shock in Southeast Asia

### Readings

- ❖ Lawrence Harrison & Samuel Huntington, *Culture Matters*, chs. 17-19.

## WEEK 8 CASE STUDIES IN CULTURE & DEVELOPMENT (PART II)

### February 24: Culture, Development and the American Experience

#### Readings

- ❖ Lawrence Harrison and Samuel P. Huntington, eds. *Culture Matters*, chs. 15 & 16.
- ❖ Joseph Stiglitz, *The Price of Inequality*, chs. 2 & 3.

### February 26: Global Institutions and the Challenge of Global Poverty

#### Readings

- ❖ Paul Collier, *The Bottom Billion*, Part 5.
- ❖ Daron Acemoglu and James Robinson, *Why Nations Fail*, chs. 14 & 15.
- ❖ Rick Rowden (2010), "Poverty Reduction is not Development." *Review of African Political Economy* 37(126): 503-516.

## WEEK 9: STUDENTS' RESEARCH PRESENTATIONS

### March 3: Group 1 Research Presentations (See Roster)

### March 5: Group 2 Research Presentations (See Roster)

## WEEK 10: CULTURE & DEVELOPMENT—THE WAY FORWARD

### March 10: Freedom, Values & Development

#### Readings

- ❖ Lawrence Harrison and Samuel P. Huntington, eds. *Culture Matters*, chs. 20-22.

### March 12: New Thinking on Culture and Development

#### Readings

- ❖ Dean Karlan and Jacob Appel, *More Than Good Intentions*, chs. 6-12.