

IR 344: Developing Countries in World Politics

Spring 2008

Class MW 2:00-3:20 PM, VKC 100

Discussion Sessions:

TH 11:00-11:50 AM, SOS B47

F 11:00-11:50 AM, VKC 200

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TA: TBD

Course Description: Countries seek to provide security, legitimacy and prosperity. Developing countries with sometimes limited capacity to govern are challenged to deliver in an international system where respect for human rights and the free flow of many economic factors are widely encouraged. Development is further complicated by global challenges such as the environment, migration, and disease, as well as transnational threats such as terrorism, international organized crime and proliferation of weapons of mass destruction. In the face of these problems, security can become paramount. When this happens, although only a small piece within the political system of any country, intelligence/policing issues and how they are handled both locally and internationally can have a disproportionate impact.

This course builds on a basic knowledge of the theory of international relations and political economy to take a closer look at development issues using a comparative approach focused on eight countries: Mexico, Peru, Nigeria, Zimbabwe, Iran, Turkey, China and Indonesia. We will begin with a quick review of country histories and student group research on their security/intelligence apparatus. We will then consider selected economic, political and global development issues and the problems of limited governance. We will briefly review how the concept of national security has evolved and examine circumstances under which security becomes paramount; student groups will research how country cases define their security interests and how they mobilize their intelligence/ security apparatus to protect those interests. Development can dramatically change how states view their security interests, requiring the transformation of intelligence/security service structures, requirements, and oversight. We will look at an example and see what lessons might apply to our eight countries. Finally, bringing it all together, we will lay several real-world problems over our case study countries and examine possible reactions/solutions.

Course Objectives: At the end of this course, students will be able to:

--define several basic theories development and the strengths/weaknesses of each approach

--define state strength and scope and discuss how these concepts impact development

--list several transnational threats and describe how each can present unique challenges to developing countries

--delineate different concepts of security, describe situations in which security concerns become paramount for a state, and discuss the interplay between security, legitimacy and prosperity

--assess a given state's security concerns and what intelligence/policing mechanisms it might bring to bear to address those concerns

--apply development, globalization and security concepts to the discussion of problems facing a given developing state

Required Texts:

December Green and Laura Luehrmann; Comparative Politics of the Third World, Second Edition (Rienner, 2007) (available for purchase at the bookstore)

Francis Fukuyama; State Building, Governance and World Order in the 21st Century (Cornell University Press, 2004) (available for purchase at the bookstore)

NIC 2020 Report: Mapping the Global Future (NIC, 2004) (on line www.dni.gov.nic)

Additional readings related to intelligence/policing/security issues are being compiled and will be provided separately.

Additional Reading Materials:

Because of the comparative country approach to problem based learning, regular reading on current events, especially related to the country cases, is recommended (selected websites will be recommended and students are encouraged to add their own recommendations for class use). Optional additional reading materials will be identified as related to specific subject. Several resource references will be available on reserve in the library.

Assignments/Grading breakdown:

Two Group Intelligence/Security Research/Presentation Projects (each 10 %) = 20 %

Mid Term = 20 %

Three Group Problem-Based Learning Exercises (each 10 %) = 30 %

Final = 30%

344: Developing Countries and World Politics

Group Research/Presentation Project One = 10%

Research on Intelligence/Security Services. Each group will research and outline the intelligence/security services of your assigned country and their general activities. Given the disparity of information available concerning the eight countries, groups will detail both sources checked and results found. Each source will be described and annotated as to its date and assessed reliability. This exercise will be graded on the completeness of the research effort since the substantive product will differ greatly depending on the country assigned.

Group Research/Presentation Project Two = 10%

Primary Security Concerns. Each group will present the top five security concerns facing your country in priority order, and discuss briefly how each concern fits into the matrix of state provision of security, legitimacy and prosperity. Given the complexity/breadth of security issues under consideration and the difficulty of prioritizing in the face of limited resources, this exercise will be graded on the strength of the justification of each priority, and the discussion of how the concerns impact on legitimacy and prosperity.

Mid-Term Exam = 20 %

The mid-term will be short answers on primary concepts and issues such as development theories, state strength and scope, transnational issues and their impact on development, and different definitions of security.

Three Group Problem-Based Learning Exercises = 30%

There will be three problem based learning exercises done in groups: one dealing with an economic issue, one dealing with a political issue and one wild card dealing with the environment, migration, disease or a transnational threat as discussed in class. The group will research and present your countries response/reaction and address where the problem falls within the security/legitimacy/prosperity continuum.

Final Exam = 30 %

This will be a comprehensive essay exam. Like the problem-based learning exercises, it will pose a particular problem or problems and allow you to draw on both substantive knowledge developed about a particular country from the case studies, as well as to apply the concepts discussed in class.

Notes on the Instructor:

The Central Intelligence Agency assigns senior officers to fill faculty positions at military service academies, military staff colleges, and selected civilian institutions of higher learning. Despite CIA sponsorship for this program, I am independently responsible for the design, content and conduct of my classes, so view points I present are mine alone and should not be attributed to the CIA as a whole.

Intelligence is a normal function of government which takes place in a political/economic context. Although many countries have long looked to the North or to local strategic

344: Developing Countries and World Politics

partners for intelligence training and ideas, transnational threats and globalization force changes in how countries define security and continue to foster increased intelligence sharing between nations and across cultural/systemic divides, sometimes resulting in unexpected partnerships. My objective is to place my intelligence experience in a context of comparative development studies.

Conduct of the Class:

Methodology: A decision to take this class is a commitment to attend every class session and to work in groups outside class; class presentations/discussion/group work will be an integral part of the learning process. There will be five group exercises combining research/presentations and problem based learning. For each project, the groups will be reorganized, so you will rotate through both problems and countries. The results of each exercise will be presented by the group to the class in both short oral presentations and written form; different students will be expected to lead group presentations.

Information/research on each country built up during each exercise will be available as a general resource for all students in every subsequent exercise. It is therefore in the best interest of all students that all projects be well researched and documented. Each group will receive a single grade for each project; each student's grade will be compiled from each of the five group grades as well as individual performance on the mid-term and final exam.

Class sessions: A comparative approach requires the application of concepts presented in lectures to your thinking and research conducted alone and in groups. Lacking a single text on comparative intelligence/security issues, lectures on these topics will draw from disparate sources including my own experience; I will make every effort to identify background reading, but some issues will be covered only in class. Given group projects, you must commit to full participation so as to not unfairly burden others or impair group performance.

Discussion sections: This is your opportunity to learn by doing and to develop interpersonal relationships which will allow you to work in groups. Since discussion sessions and groups will be mixed up, discussion sessions will allow students to compare ideas and methodologies across groups, learning from each other.

Technology: If your cell phone rings or you are found using it during class, you will be asked to leave class for the rest of the session. Computers are for taking class notes only; those observed surfing, chatting, etc. will not be allowed to bring computers again. Recording of class sessions is not allowed under any circumstances.

Due dates are strict; class presentations will take place as scheduled and supporting paperwork will be placed in a general file for communal access for the next project. Late assignments are simply not an option.

Behavior: Cooperation within and among groups working together and learning from each other will be key in making this class a success; any issues within groups which cannot be resolved internally should be brought to my attention immediately. I look forward to getting to know each student, so please plan to come meet me during office hours to discuss the class or any other issues of interest.

Course Readings/Class Sessions (details to be provided)

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity

We will not tolerate any form of academic dishonesty. Any violation of USC rules as articulated in SCampus will result in an F for the class. USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A:

<http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>