MC 320 — Politics, Society and Economy in the Third World

Michigan State University
Spring 2015

James Madison College of Public Affairs

Syllabus

Prof. R. G. Pinto

CONTACT INFORMATION
-Course: Tue. and Th. 8:30 - 9:50 a.m.
Total contact/credit hours @ 4
Room @ 342 Case Hall
Course website @ https://D2L.msu.edu

-Instructor: Office hours @ Tue. 10-11am and Th. 2:15-4pm
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COURSE OVERVIEW

The organization of this course simulates a two-way educational expedition to the tropics and back toward the North Pole. Our travels in both directions survey an intersection between the tropics, global south, third world or developing world and three disciplines in the social sciences that remain theorized largely from Europe and North America. In other words, our educational program is an exercise in cross-checking empirical evidence primarily from Africa, the Arab world, Asia and tropical America alongside theoretical judgment from the largely north Atlantic disciplines of Economics, Political Science, and Sociology.

We cross that intersection during the first half of our itinerary while headed south toward such ‘nations’ as Mozambique in Southern Africa and Brazil in South America, where we set up bases for our tropical globe-trotting. Along the way, we ask: How do these disciplines teach us to deductively diagnose the tropics as a complex mix of demographic places and aspirational hopes?

We cross that intersection again while headed north on our return trip from nearly 20 such ‘nations.’ Along the way, we ask: How does the vastly tropical majority of the world instruct us to induce prescriptions for any diagnosis of tropical affairs that according to these university disciplines need not adapt or tropicalize to fit most polities, societies, and economies?

As a whole, the main question we examine throughout the course is: What are and what should be done to build tropical polities, societies, and economies?

COURSE SIMULATION

Our specific roadmap for that tropical expedition simulates a medical school program of both medical assistance and study abroad. Similar to such programs, we assist and learn ‘tropical medicine’—in figurative terms for our public affairs.

The outbound half of our itinerary features two initial course units where we understand this engaging simulation and explore schools of tropical ‘medicine’ at Madison. In the first unit we pack for our trip to the tropics. In literal terms, here we leverage the preparation that the surprisingly engaging Economics of a “growth diagnostics” approach learns from economic assistance, which has failed to cross-check theory and evidence. The diagnostic approach overcomes the usual mistake of prescribing theory and policy for the tropical hope of economic growth based on consideration of evidence that is only topical in the three worst senses of the term: prone to temporary fads, superficially skin-deep, and potentially harmful. For example, among such cautionary tales diagnostic economists include the worldwide Millennium Development Goals (MDGs), which we analyze as being soon to expire unmet this year (2015). Instead, the approach that we leverage customizes any growth prescription for each particular tropical economy diagnosed. These economists use an empirical diagnosis of what the economy is in order to customize any theoretical prescription of what should be done to build the most growth there. As we head south with the explorations of our second unit, all four Madison majors teach us techniques of diagnosis and distinctive facets of the tropics that are useful toward diagnosing any symptom or syndrome in tropical affairs.
The roadmap for our return trip from the tropics features final course units where we explain how diagnoses of societies and polities relate to one another, elaborate on diagnoses of economies and polities, and evaluate prescriptions of what should be done to build tropical polities and societies. We head back north in the third and fourth units with societal, political, and economic diagnoses that are topical in the two best senses of the term: related to current events and arranged according to topics. The events are located in and beyond these units’ several tropical countries that sharply increase to 19 the number of empirical case studies that we examine throughout the course. In the topically arranged sequence, societal or national topics include gender, ethnicity, religion, inequality and cause-oriented action; political or statist topics highlight the state, democratization and peace; and economic topics contain developmental growth. Finally, during a capstone unit that completes the course, we draw, bring back and unpack survey maps of the empirical-theoretical intersection or crossroads from our educational expedition. We do so through case studies that prescribe which national topic and which statist topic should be the main nation- and state-building tasks done to maximize the societal and political hopes of two ‘nation-states’ from distinct tropical regions. In short, the course expedition examines (r)topical ‘medical’ or economic assistance, tropical diagnostics, topical diagnoses, and then (t)rtopical prescriptions in an order that follows the five units or sub-questions below.

| What are and what should be done to build tropical polities, societies, and economies? | What should be done to build? Economies? | What are? Tropical? | Madison majors for diagnostics of tropical ‘medicine’ |
| What are? Polities? Societies? | Topical diagnoses of societal syndrome/cause and political symptom/effect |
| What are? Economies? | Topical economic diagnoses |
| What are and what should be done to build? Societies? Polities? | Prescription for (t)rtopical nation- and state-building |

**COURSE COMPONENTS (AND GRADE REQUIREMENTS)**

<table>
<thead>
<tr>
<th>Items</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>(S)participation</td>
<td>15%</td>
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<tr>
<td>Take-home exam for tropical diagnostics</td>
<td>20%</td>
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<tr>
<td>Take-home exam to diagnose topical nation/society</td>
<td>20%</td>
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<tr>
<td>Take-home exam to diagnose topical state/polity and market/economy</td>
<td>20%</td>
</tr>
<tr>
<td>Brief to prescribe (t)rtopical nation- and state-building</td>
<td>25%</td>
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- **Take-home exams** (60% total, 20% for each of three) (due on three Fridays by 4pm—Feb. 27th, April 3rd, and April 24th—each in hardcopy as well as electronically via D2L): While each of these take-home exams tests your understanding of all the material analyzed until its respective point, each does emphasize otherwise untested material that comes from its own course unit. Each exam consists of an essay question that deepens its corresponding part of the overall course question. The tables above list both the overall course question and the part of the question tested in each of the three exams. Handouts with more specific exam instructions will be posted on our course website well in advance of the tests. In light of the open-book format for each of these exams, you are expected to draw upon the relevant assigned materials from the corresponding course unit, including but not limited to our other case studies from the unit in question. Each of the take-home exams is to be no longer than a maximum length limit of 1,600 words. Each of these assignments must feature page numbers and total word counts at the top of its first page. Each of them is to be written in a double-spaced and one-inch margin format, and a 12-point and Times New Roman font.
The emphasis in this assignment is on consistent quality within a limited quantity. The outline listed below is required. It leaves you only the minor choice of whether to label headings explicitly or implicitly, as you see fit in limiting the length to the maximum. The assignment must feature page numbers and a total word count at the top of its first page. It is to be written in a double-spaced and one-inch margin format, and a 12-point and Times New Roman font. Scholarly sources are academic (peer-reviewed) journals and books. The brief should draw upon relevant course materials. It is to be no longer than 3,500 words and integrate no fewer than five scholarly sources beyond those assigned as coursework across this syllabus. The outline is:

2. Say why the question and answer are intelligible and important (‘why care’?/ background).
3. Offer your analytical logic from question to well-supported answer (‘why’?/argument).
4. Identify which of the theoretical views or diagnostic techniques initially studied in the second (E.2) unit of the course best fits your question and/or answer, and anticipate the three strongest objections to that question and/or answer as raised by three other views (‘from whom’?/self-evaluation/’put it in perspective’/‘however’).
5. Suggest further research in response to these three objections (‘what else’?/comeback).

-Sparticipation (15%): Your participation includes constructive contributions to the participation of your fellow students in and beyond the classroom. You are to post at least 3–4 sentences of questions, comments, and/or reactions on the proper D2L discussion list before every other classroom meeting at a minimum. This online participation will be due by 5pm on Monday and Wednesday afternoons. Your participation grade for your contributions individually and in teams is based on the criteria below.
4.0 = Highly effective participant; informed questions/comments; clearly does the reading assigned for the classroom meeting. The student is a consistently excellent colleague who is always present and prepared for the classroom, and brings interesting and relevant questions/comments to bear on the materials. S/he is also a good listener and shows a genuine interest in the thoughts of her/his fellow students. The participant fully commits to the course and improves it through her/his contributions.

3.0 = Consistent participant; thoughtful questions/comments; does the reading assigned for the meeting. The student’s performance fits somewhere between two patterns. One type misses three classroom meetings, but is generally an active and enthusiastic participant. Another type is in the classroom/discussion forum and prepared for every classroom meeting, but occasionally talks without being aware of the direction of the conversation; that is, without listening to colleagues’ earlier ideas.

2.0 = Occasional participant; regularly attends the classroom, sporadic involvement in discussions, based more on personal opinion than analysis of course material. The student’s performance fits somewhere between three patterns. One type misses more than three meetings or comes to several meetings without having fully read and understood the assigned materials. Another type is generally prepared for the classroom and is present in every meeting, but shies away or holds back from discussion. A third type of student occasionally dominates classroom discussion and uses stifling rhetorical devices.

1.0 = Observer; regularly attends the classroom but does not get involved in discussion. The student misses more than four classroom meetings or comes to several meetings without preparing through work on the assigned materials. S/he avoids participating or occasionally dominates the classroom.

0.0 = Occasional observer; fails to attend hence participate in at least two-thirds of our class meetings.

Absences are justified based on appropriate validating documentation such as a doctor’s note or religious observance. To use any technical device (e.g., laptops, tablets, cell phones) during class without being considered absent on that day, a student must sit in a position that allows the instructor to observe that use to be for a purpose that the instructor perceives to be self-evidently educational. There is a balancing act of method to that mad vigilance and visibility (i.e. high-tech student sitting in the front row and/or next to the instructor). On the one hand, some students understandably prefer to use technology to transport articles and take notes. On the other hand, every student is discouraged from using technology during class because it risks making both him/her and nearby classmates absent minded.

LEARNING PURPOSE

We will pursue a threefold overarching purpose. Our first objective is to improve your skills in careful and creative thinking and in research. Our second purpose is to expand your conceptual knowledge and informational literacy. A third end is to sharpen your skills in decision-making, active citizenship, and oral and written communication.

COURSE LOGISTICS

-Office hours: If you have a schedule conflict at those times, we can set an appointment to meet once you send your instructor an e-mail including all possible times that work for you toward a reply with a match.

-Reading materials: The three books and the course pack in the following list are required readings that you will need to obtain for use throughout the semester. Other assigned materials—listed below in the schedule section of this syllabus—will be available from our website on D2L and/or from the MSU Library course reserves (observing “fair use” intellectual property).
Amado, Jorge. 1967, 1978 or 1988 [1964]. *Shepherds of the Night [Os Pastores da Noite]*. New York: Alfred A. Knopf. [While new editions of this novel have been published over the 2010s at least in Portuguese and Spanish, only used English copies are currently in stock.1 These used copies are fine and amply available (for example, Amazon is now selling 90 copies starting at 1 U.S. cent each).]


Diverse authors. *MC 320 Course Pack (Pinto 2015).* East Lansing: MSU Libraries Course Materials Program.


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**Academic honesty:** You must observe the rules of the General Student Regulation 1.00 on Protection of Scholarship and Grades, and the all-University policy on Integrity of Scholarship and Grades. As an MSU instructor at Madison, I am required to bring all suspected violations to the appropriate offices.

**Students with special needs:** Every effort will be made to accommodate students with special needs who are registered with MSU’s Resource Center for Persons with Disabilities (RCPD) and who provide the instructor with an RCPD accommodation form within the first two weeks of the semester.

**Interval thresholds for course grade on the MSU scale:** At the end of the course, the following table—based on the simple standard of mathematical rounding—will convert your semester-long, final grade from a continuous scale into MSU’s discontinuous (interval) scale.

<table>
<thead>
<tr>
<th>MSU Grade</th>
<th>Continuous Scale</th>
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<tbody>
<tr>
<td>4.0</td>
<td>3.8 - 4.0</td>
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<tr>
<td>3.5</td>
<td>3.3 - 3.7</td>
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<td>3.0</td>
<td>2.8 - 3.2</td>
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<td>2.5</td>
<td>2.3 - 2.7</td>
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<tr>
<td>2.0</td>
<td>1.8 - 2.2</td>
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<tr>
<td>1.5</td>
<td>1.3 - 1.7</td>
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<tr>
<td>1.0</td>
<td>0.8 - 1.2</td>
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<tr>
<td>0.5</td>
<td>0.7</td>
</tr>
</tbody>
</table>

**Make-up exams, late penalties, incomplete grades, and extended absences:** Exams must be taken as scheduled such that any extension will be offered only for students with a serious and verifiable reason. Missing an exam for an unjustified reason will result in a 0 on that exam. Late assignments will be penalized by one-half of a point per day on the university’s 4-point scale, unless lateness can be attributed to a serious and verifiable reason. Incomplete grades (“Is”) will be offered only if a student provides a justifiable reason. If such reasons cause you to end up with a large number of absences, talk to your instructor ASAP. Official university closures and delays will be observed.

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1 According to a review published in the premier scholarly journal on the third world, our tropical “satire” is “a veritable encyclopedia of life in Bahia [in Brazil], its traditions and customs, its hardships and pleasures, its people—fun-loving and stubborn.”

HONORS OPTION
A student enrolled in MC 320 may register to earn honors credit for this course through the open event series named BRICS Broadcast: Brazilian Bay (B4). The MC 320 honors option meets on March 26th, April 2nd, and April 16th as part of the longer B4 series on several Thursday afternoons from 4pm to 4:45pm. We will pinpoint a detailed schedule and a routine classroom location according to the number of student participants. If you are considering the honors option, please inform your instructor in person and by e-mail during the first week of the term. To earn honors credit, you must complete the MC 320 meetings of the B4 seminar series as well as a post-semester book review of the following text: Kirkendall, Andrew J. 2010. *Paulo Freire and the Cold War Politics of Literacy*. Chapel Hill, NC: University of North Carolina Press. Your book review would draw upon our B4 meetings. You would include a debate where the early Jorge Amado from Bahia argues with Albert Camus from French Algeria and the late Amado over the figurative ‘diagnosis’ of and ‘prescription’ for a “plague.” Featuring the course topic of cause-oriented action, you would articulate their debate on whether the ends of civic associations and/or social movements justify their means. The review would include the topics of ethnicity and equality among the ends as well as the topics of peace and democracy among the means of said actors. What does the experience from (an)other generation(s) of the third worldist movement involving Amado and Camus say about the book on the experience from a generation of the movement involving Paulo Freire? The review would draw upon at least five Amadian and Camusian texts.² It would also weigh four films adapting Amado or Camus in the series for MC 320: *Tent of Miracles* (1977 [1969]), *Quincas Water-Bray/Wateryell* (2010 [1959]), *The Plague* (1992[1947]), and *Captains of the Sand* (2011[1937]). The review would incorporate relevant course-wide content. It would be written in 10-12 pages of double-space, one-inch margins format, and a 12-point and Times New Roman font. Our honors group will agree upon an early summer due date for the review.

NOTE - The instructor has a right to make minor changes to the syllabus; and a duty to notify you.

COURSE SCHEDULE

Engage (E_1): Opening Simulation of Economic Medicine for the T(r)opics

1/13 (Tue.): Introductions

Read this syllabus, pp. 1-11.


1/15 (Th.): Eye Examination, Eye Sightedness, and then Eye Care under a T(r)opical Sun


abCd, The blind fisherman, pp. 174-181.

abcd, Introduction and Parts 1, 2, 3, and 4, pp. 1-9, 11-12, 87-88, 179-180, 241-242.

1/20 (Tue.): Tropical Diagnostics, Topical Diagnoses, and then T(r)opical Prescriptions

[abcDS], Excerpt from Chapter 1: Introduction, pp. 1-10.

Explore (E_2): Madison Majors for Diagnostics of Tropical ‘Medicine’

International School of Tropical ‘Medicine’/Madison: International Relations (IR)

1/22 (Th.): The Transnationally Global South

Excerpt from abCd, The barber’s most famous customer, pp. 104-112 excerpt.

1/27 (Tue.): The South and the Global Economy
abCd, The seated shadow, pp. 220-222.
Abcd, Glossary, pp. 369-372.

1/29 (Th.): The Third World and International Politics [feat. MDG 8]
abCcd, Ch. 5: The developing world in international politics, pp. 73-85.
Excerpt from abCd, The barber’s most famous customer, pp. 112-115 excerpt.

2/3 (Tue.): Bipolar, Unipolar, and ‘Multipolar’ International Assistance
[abcDS], A Third World Region of the Cold War—The US and Northeastern Brazil, pp. 48-65.
Ribeiro, João adapting Mia Couto. 2010 [1987]. Preview. The Last Flight of the Flamingo. 2 min aBcd, Part 8 and chs. 27-29: South-South relations; Brazil as a global player?; China and the developing world; India as a ‘post-colonial’ development partner, pp. 379-408.
Domestic-Foreign School of Tropical ‘Medicine’/Madison: Political Theory and Constitutional Democracy (PTCD) as well as Social Relations and Policy (SRP)

2/5 (Th.): ‘Pan-Tropicalism’ or (Third) World(ist) (Social) Forum from Social Movement Studies
[abcDS], The Transnational Connections of the Ligas Camponesas, pp. 65-75.

2/10 (Tu.): the Informally Free and Human from Area Studies and Philosophy [feat. MDGs 2, 4]
AbCd, How Ascolino do Perpétuo Socorro lost his spouse, pp. 30-42.
AbCd, Chs. 3 and 2: Institutional perspectives; Colonialism and post-colonial development, pp. 44-56; 29-42.

2/12 (Th.): a Developing World from Philosophical and/or Social-Policy Studies [feat. MDGs]
AbCd, Preface, pp. ix-xii.

2/17 (Tu.): Africa, Americas, Arab world or Asia by Area, Philosophical or Social-Policy Studies
AbCd, The day Mabata-bata exploded, pp. 18-23.

Cross-National School of Tropical ‘Medicine’/Madison:
Comparative Cultures and Politics (CCP)

2/19 (Th.): Politics in Developing Nations
[abcDS], Political Map of Brazil and o Nordeste during the Cold War, pp. 10-29.
Excerpts from aBcd, Ch. 1: Changing analytical approaches to the study of politics in the developing world, pp. 13-21, 25-27 excerpts.

2/24 (Tue.): Cultures of Post-Development and Orientalist Otherness in ‘the West’s Rest’
Excerpt from aBcd, Ch. 1: Changing analytical approaches to the study of politics in the developing world, pp. 21-25 excerpt.
[abcDS], Abstract; Chapter 2: O Nordeste: Regionalism, Nationalism and Third Worldism during the Cold War; Chapter 7: Conclusion, pp. 0-1 [Abstract], 30-48, 362-373.
Abcd, The... Marriage of... Martim...; or Bullfinch... and the Pangs of Faithless Love, ch. 1 (pp. 3-11).


**Explain (E_3): Topical Diagnoses of Societal Syndrome/Cause and Political Symptom/Effect**

2/26 (Th): Preparatory fiction and optional screening or consultation toward exam in lieu of class

2/27 (Fri., 4pm): Exam for tropical diagnostics due on paper and online (E_1-2)

3/3 (Tue.): Building Nations out of Societal Syndromes and States out of Political Symptoms
Review BRR, Parts 2 and 3: Society and State; State and Society, pp. 87-88; 179-180.

**Nation-Building Diagnoses on Topical Society of the Tropics**

3/5 (Th.): Gender and Patriarchal Nations [feat. MDGs 3 and 5]
Excerpt from abCd, Ch. 9: Women and gender, pp. 133-138 excerpt.
abCd, So you haven’t flown yet, Carlota Gentina?, pp. 43-50.
Abcd, The... Marriage of... Martim...; or Bullfinch... and the Pangs of Faithless Love, chs. 2-7 (pp. 12-70).

3/6 (Fri., 4pm): Proposed case studies for brief to prescribe nation- and state-building due online

3/10; 3/12 (Tue.; Th.): Spring break or tropical vacation

3/17 (Tue.): Gender and the ‘Other’ Atlantic World
Abcd, The... Marriage of... Martim...; or Bullfinch... and the Pangs of Faithless Love, chs. 8-17 (pp. 71-151).

3/19 (Th.): Ethnic Nationality and Nations of Color such as Indonesia
abBcd, Chs. 7 and 21: Ethnopolitics and nationalism; Indonesia, pp. 104-117, 314-322.
Abcd, Interlude of the Christening of Felicio, Son of Massu and Benedita; or Ogun’s Compadre, chs. 1-3 (pp. 155-178).
abCd, The bird-dreaming baobab, pp. 118, 152-159.
3/24 (Tue.): Third World(ist) Religion and ‘Modernization’ of the ‘Other’ (Iranian) World
abCd, Ch. 8: Religion, pp. 119-131.
abCd, The birds of God, pp. 24-29.
AbCd, Interlude of the Christening of Felício, Son of Massu and Benedita; or Ogun’s Compadre, chs. 4-10 (pp. 179-223).

3/26 (Th.): Inequality and Growing Societies [feat. MDG 7]
abCd, Ch. 6: Inequality, pp. 89-102.
abCd, The Invasion of Cat Wood; or the Friends of the People, chs. 1-3 (pp. 227-246).
abCd, Whites, pp. 231-234.

3/31 (Tue.): Cause-Oriented Action of the (Syrian) Third Estate or Sector [feat. MDG 6]
abCd, Chs. 10-11: Civil society; Social movements and alternative politics, pp. 147-176.
AbCd, The Invasion of Cat Wood; or the Friends of the People, chs. 4-5 (pp. 247-258).

State-Building Diagnoses on Topical Polity of the Tropics

4/2 (Th.): the State within Former Colonies such as South Korea
abCd, Chs. 12 and 24; Part 6: Theorizing the state; South Korea; Fragile versus Strong States, pp. 181-194; 346-353; 325-326.
abCd, The swapped medals, pp. 227-230.
AbCd, The Invasion of Cat Wood; or the Friends of the People, chs. 6-7 (pp. 259-281).

4/3 (Fri., 4pm): Exam to diagnose topical society—due on paper and online (E_3 thus far)

4/7 (Tue.): International Relations with States such as Guinea-Bissau

4/9 (Th.): Democratization of Developing Countries
abCd, Ch. 14: Democratization, pp. 209-222.
AbCd, The Invasion of Cat Wood; or the Friends of the People, ch. 8 (pp. 282-294).
**4/14 (Tue.):** Democratization of Developing Countries such as Guatemala and Pakistan. 
abCd, Part 5 and chs. 20; 26: Regime change; Pakistan; Guatemala, pp. 303-312, 368-376.  
Abcd, The Invasion of Cat Wood; or the Friends of the People, chs. 9-11 (p 295-316).  
abCd, The tale of the two who returned from the dead, pp. 72-77.

**4/16 (Th.):** Peace and Third World States [feat. MDG 4]  
abCd, Chs. 13 and 19: Violent conflict and intervention; Security, pp 196-208; 288-300. 
abCd, The whales of Quissico; The letter, pp. 57-64; 216-219.  
Prata, Teresa adapting Mia Couto. 2007. *Sleepwalking Land (Terra Sonâmbula).* 97 min.

**4/21 (Tue.):** Peace and Third World States such as Iraq and Mexico  
abcD, Chs. 22-23: Iraq; Mexico, pp. 327-344.  
Abcd, The Invasion of Cat Wood or the Friends of the People, ch 12-18 (p. 317-60)  
‘TMN.’ 2011. *Os Pastores da Noite (Shepherds of the Night).* Under “Brazil” and “Jorge Amado” webpages. The Modern Novel [(website), 1 pp.].

**Elaborate (E_4): Topical Economic Diagnoses**

**4/23 (Th.):** Market Growth or ‘Dependent’ Development [feat. MDG 1+]  
abCd, Chs. 15 and 16: Governance; Development, pp. 224-238; 243-256.

**4/24 (Fri., 4pm): Exam to diagnose topical polity and economy—due on paper and online** (E_3-4)

**Evaluate (E_5): Prescription for T(r)opical Nation- and State-Building**

**4/28 (Tue.):** Clinic to Present then Discuss Prescription for Nation- and State-Building

**4/30 (Th.):** Clinic to Present then Discuss Prescription for Nation- and State-Building

**5/6 (Wed, 7:45a):** Brief to prescribe nation- and state-building due online and on paper (E_3-5 +)

**5/6 (Wed 7:45-9:45a):** Clinic to Present then Discuss Prescription for Nation- and State-Building

**12/31 (Th.):** Worldwide due date for the Millennium Development Goals [(MDGs)]