

Carleton University
Winter 2016
Department of Political Science

PSCI 2102B
Comparative Politics of the Global South
Thursday 11:35am – 1:25pm
Please confirm location on Carleton Central

Instructor: Julia Calvert
Office: Loeb building, room 645
Office Hours: Thursday 9:30am to 11:00am
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Course Description and Objectives:

This course will introduce students to some of the most important historic and contemporary political issues facing the Global South. We will explore issues related to colonialism, state / nation building, state-society relations, political and economic development, security and violence, identity politics, emerging powers and south-south cooperation. We will explore these issues through a variety of theoretical lenses, including modernization theory, dependency theory, postcolonial and feminist theory, democratic theory and more. The course is also designed to enhance students' skills in comparative political inquiry. Therefore, we will examine these issues and crosscutting themes such as 'inequality' and 'power' by comparing across case studies from Latin America, Africa and Asia. The objective of this course is to encourage students to think about the multiple responses to three central questions: What are the different kinds of comparative analysis and how can they help us gain a better understanding of the key issues facing the Global South? How might common global issues, such as those related to the environment and human rights, be seen differently from the perspective of developing countries relative to those in advanced economies? What challenges and opportunities are unique to the developing world and how are these connected to broader global trends and processes?

Assignment	Portion of Grade	Due date
Midterm Assignment	15%	February 4
Term Paper Outline	5%	February 25
Term Paper	30%	March 24
Tutorial Participation	15%	
Final Examination	35%	TBD

Course Text

Burnell, Peter, Lise Rakner and Vicky Randall. 2014. Politics in the Developing World, 4th Edition. New York: Oxford University Press*

All other readings are available on the CULearn course page

*Note: This textbook has been used in previous years. Students may be able to find used copies at Haven Books.

Mid-Term Assignment

For this assignment, students are asked to critically review and compare two academic journal articles. The objective of the assignment is to practice synthesizing and critically assessing the key arguments and evidence presented in academic literature.

Instructions:

On the PSCI 2102 CULearn course page, click on “Mid-Term Assignment Material”. Here you will find a number of academic articles that you can compare. Choose two of these articles for comparison. The articles do not need to be on the same topic or policy area although it is strongly recommended. In your analysis, provide a brief summary of the articles including the authors’ main arguments, the evidence used to support them and the contribution(s) each authors makes to our understanding of that issue. Then, assess the strengths and weaknesses of the articles. For example, how convincing are the arguments presented? What methods were used to support these arguments and what are the strengths and weaknesses of this approach? What does the author leave out or focus too strongly on?

Format:

2 pages, twelve-point font, **single**-spaced. No title page is necessary. Please hand in a hard copy to your teaching assistant at the beginning of tutorial.

Research Paper Outline

Each student is required to submit an outline of the research paper they will complete for the end of term. Your outline should cover the following points:

- Research question
- Significance of the topic chosen
- Thesis
- Potential arguments that can support your thesis
- Sources (minimum of five academic sources)

Format:

1 to 2 pages, twelve-point font, **single**-spaced. No title page is necessary. Please hand in a hard copy to your teaching assistant at the beginning of tutorial.

Research Paper

Choose one of the weekly themes (e.g. security, human rights, the environment, postcolonial struggles) from the course and compare two actors (or groups of actors), events, processes **or** institutions relevant to that theme. Your analysis must be grounded in a particular theory **or** from the course and should focus on assessing the effectiveness, impacts and/or strategies of your chosen phenomena. You may compare across two countries or within the same country at the sub-national level. See the list of recommended paper topics and suggestions on the CULearn course page.

Format:

15 to 17 pages, twelve-point font, **double**-spaced. Minimum of 15 sources. No title page is necessary. Please hand in a hard copy to your teaching assistant at the beginning of tutorial. You may use any citation style as long as it is consistent throughout the paper.

Tutorial Participation and Attendance

Each tutorial is one hour long and will be led by a teaching assistant. Teaching assistants may use a combination of class discussion, small group work and other assignments that focus on facilitating discussion or debate on a topic related to each week's lecture. Some tutorials will also focus on writing techniques, including referencing and research skills.

Participation and attendance grades will be allocated based on both student attendance and active, informed contributions to class discussions. Each student is expected to have come to the tutorials having read the assigned readings for the week.

Late Policy

Completed assignments are to be handed in to your teaching assistant at the beginning of the tutorial on the day the assignment is due. Late assignments will be penalized at a rate of 3% per day beginning at the end of your scheduled tutorial, including weekends. Late assignments should be handed directly to your teaching assistant or to the 'dropbox' in the Political Science Department (Loeb 640). Extensions can be granted only by the instructor and are normally granted only for medical reasons.

Weekly Readings and Tutorial Topics

Week 1 (January 7): Welcome and introduction

- Course outline overview
- What is "Comparative Politics"?
- What do we mean by the "Global South" and why study it?

No tutorials will be held this week

Week 2 (January 14): Modernization Theory

- Case Study: South Korea and Guatemala
- Readings:
 - Burnell, Rakner and Randall Chp. 1, 26
 - W. W. Rostow. 2007. "The Stages of Economic Growth: A Non-Communist Manifesto" in Roberts and Hite (eds.) *The Globalization and Development Reader*. Malden: Blackwell.

Week 3 (January 21): Developing Countries in the Global Economy I (Dependency Theory)

- Case Studies: Taiwan and Brazil
- Readings:
 - Gunder Frank, Andre. 1966. "The Development of Underdevelopment," *Monthly Review* 18 (4): 17 – 31.
 - Barrett, Richard and Martin King Whyte. 1982. "Dependency Theory and Taiwan: Analysis of a Deviant Case," *American Journal of Sociology* 87 (5): 1064-1089.

Week 4 (January 28): Slavery, Colonialism and their Legacies

- Case Studies: South Africa and Nigeria
- Readings:
 - Burnell, Rakner and Randall Chp. 2, 6
 - Mamdani, Mahmood. *Citizenship and Subject: Contemporary Africa and the Legacy of Late Colonialism*. New Jersey: Princeton University Press. 3 – 32.

Week 5 (February 4): State Building and Regime Types

- Readings:
 - Burnell, Rakner and Randall Chp. 7, 12, 14
 - Karl, Tarry Lynn. “Dilemmas of Democratization in Latin America,” *Comparative Politics* 23 (1): 1 – 21.

Week 6 (February 11): Civil Society and Social Movements

- Case Studies: Mexico and Egypt
- Readings:
 - Burnell, Rakner and Randall Chp. 10, 11
 - Fukuyama, Francis. 2001. “Social Capital, Civil Society and Development,” *Third World Quarterly* 22 (1): 7 – 20.
 - Castells, Manuel. “The Egyptian Revolution,” in *The Social Movements Reader*, Jeff Goodwin and James Jasper (eds.). Maldon, MA: Wiley. Pg. 45 – 52.

Week 7 (February 25): Developing Countries in the Global Economy II (Neoliberalism and Structural Adjustment)

- Case Studies: Argentina and Brazil
- Readings:
 - Burnell, Rakner and Randall Chp. 4, 6
 - Stiglitz, Joseph. 2002. *Globalization and its Discontents*. New York: Norton. Chapter 3.

Week 8 (March 3): The Environment and Natural Resources

- Case Studies: Nigeria and Ecuador
- Readings:
 - Burnell, Rakner and Randall Chp. 17, 25
 - Bryant, Raymond and Sinead Bailey. 2005. *Third World Political Ecology*. London: Routledge. Chapter 3.

Week 9 (March 10): Security and Violence

- Case Studies: Mexico and Syria
- Readings:
 - Burnell, Rakner and Randall Chp. 13,19, 23
 - “Syria: The Story of Conflict,” BBC News, 9 October 2015. Available at: <http://www.bbc.com/news/world-middle-east-26116868>

Week 10 (March 17): Identity Politics and Gender

- Readings:
 - Burnell, Rakner and Randall Chp. 8, 9, 18
 - Mohanty, Chandra Tapalde. 2003. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham and London: Duke University Press. 17 – 42.

Week 11 (March 24): City Spaces and Urban Places

- Case Studies: Mexico City and Porto Alegre
- Readings:
 - Mahon, Rianne and Laura Macdonald. 2010. “Anti-Poverty Politics in Toronto and Mexico City,” *Geoforum* 41: 209 – 217.
 - Souza, Celina. 2001. “Participatory Budgeting in Brazilian Cities: Limits and Possibilities in Building Democratic Institutions,” *Environment and Urbanization* 13 (1): 159 – 184.

Week 12 (March 31): Emerging Economies and South-South Cooperation

- Case Studies: Brazil and China
- Readings:
 - Burnell, Rakner and Randall Chp. 27, 28
 - Armijo, Leslie Elliott. 2007. “The BRICs Countries (Brazil, Russia, India and China) as an Analytic Category: Mirage or Insight?” *Asian Perspective* 31 (4): 7 – 42.

Week 13 (April 7): Wrap up and Review

No tutorials will be held this week

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to

exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.