

Carleton University

Fall 2021

Department of Political Science

Carleton.ca/polisci

PSCI 2102B

Comparative Politics and Development in the Global South

Wednesdays: 11:35-1:25 Southam Hall KM-TH

Professor: Peter Atack

Office: Home

Office hours: By phone Mon, Tuesday 2-4, Thursday and Friday 2-4 or by email appointment for a phone call @ 613-724-2437 Note this is my home land line.

Email: peteratack@cunet.carleton.ca (please put PSCI 2102 in subject line)

This course will be conducted in person via live lectures. Our experiences last year with online learning has taught me how psychologically difficult and alienating online learning can be for students. Yet some features were educationally useful for students, and features we used online will be used going forward. For example, last year's lectures were recorded and posted about a week ahead of time and then available all term. This meant student's could listen to and absorb all the lectures at their own pace which improved the overall quality, breadth and thoughtfulness of exam answers. Gradebook improved marking and responses to student papers, with extra time required in chasing down student errors (note please check that you are submitting your answer and not the original assignment).

What I propose to experiment with this term is providing last year's prerecorded lectures as a resource for students who miss a week's lecture and want to catch up. Note however that lectures get updated and changed every year. Last year's anti-Trump jibes will be replaced by Gilead and Aunt Lydia comments but both are illustrating important points about the politics of development.

Live and participatory lectures.

Live lectures allow the lecturer to respond to the events of the day, student comments, questions and even confused looks in ways that surpass a written set of lecture notes. Students also have the opportunity to engage with each other in class discussions about issues. So come laugh, think and learn.

Welcome to the course

This course is designed to introduce students to both the field of comparative politics and issues in development for the Global south. How did we come to define the South as the other? Are issues in development solely economic or are they also political? What is development? Does development require a transition to democracy or does democracy prevent development? What does the idea of “development” tell us about ourselves and the current world order? With the failure of Afghanistan, riots in South Africa and the collapse of Venezuela has the project of development failed? We will attempt to answer some of these questions by examining issues and theories of development and underdevelopment and through exploring some case studies of countries located in the south.

Brightspace: There are five useful items you can find on Brightspace for this course.

- a) This syllabus, it has useful dates, topics and information.
- b) The assignments and instructions. These not only contain what is required for your assignments but also a useful guide about how to write university level essays.
- c) A link to all the readings which are offered online through the Library. Note that this does not include the course textbooks.
- d) Dropboxes: All assignments must be submitted electronically through these portals under your TA’s name. Please save your documents under your last name, first name assignment and course. They will then be emailed back to you when marked.
- e) Lectures: In person in a lecture format. With covid and crises we have reaped the whirlwind with development in the Global South. As events unfurl, our preconceptions around development must be challenged and changed. So too will the lectures. While I will be releasing last year’s recorded lectures, note that the content will be changed because of events. Only listen to the lectures if you have missed the lecture or you are lost on an important point.
- f) Power point slides. You may find it helpful to glance through these before listening to the lecture. Not only do they contain the usual order of the lecture and its main points but also the following features:
 1. Words, concepts, places and people. This is a very useful list of all the major foreign or unusual words and people we’ll be learning this lecture.
 2. Learning Outcomes: The point of the lecture.
 3. Images: A picture or map can be worth even a thousand of my words.
 4. Review and hard questions: Do we see the implications of what we’ve learned.
 5. Discussion questions to ponder for your tutorial.
- g) Clippings: interesting articles and items cleaned from the internet. For your interest only and they are not mandatory reading. But you might find them useful for your research papers.

Course Textbooks: Burnell, Peter, Rakner , Lise and Randall, Vicky (eds), *Politics in the Developing World*, Fifth edition, New York: Oxford University Press, 2017

Order via Octopus books. Check out their fascinating and glorious catalogue while you are at it.

Course Requirements:

Participation: 10%
Critical review: 15%. Due Oct 3rd
Outline: 15%. Due Oct 17th
Research Paper: 30% Due November 24th.
Final Exam: 30%. During Exam period

Participation: Depends on faithful attendance and participation in discussions in your tutorial groups online at the set time. Remember participation requires thoughtful and learned contributions to tutorial discussions that reflect course readings. Those who are silent even if usually present will not achieve high marks for this component. Marked by the T.A.s

Critical Review: In the first four weeks we will be looking at the three dominant paradigms in development thinking: the stages theory of development, dependency theory and neo-liberalism. Your first assignment is to critically assess one of these theories by reviewing one of the readings for these weeks. If you wish to examine neoliberalism, review one of the two readings, again focussing on the strengths and weaknesses of neoliberalism not the articles.

A critical review is composed of two parts a summary of the theory discussed in the reading and then an assessment of the theory itself. In order to assess these theories look for issues these perspectives conveniently ignore, whose interests are served by their policy programs and their results. Remember, this a critique of the underlying theory, not a criticism of the quality of the article about the theory. The reviews should be 3-5 pages in length or about a 1000 words.

Outline: Your outline will be a three page description of how you are going to argue your essay. For the essay topics see below. Your outline must include

- a. your tentative thesis statement that describes what you are seeking to prove about your case
- b. a brief description of your country and why your issue has been important to its development
- c. a list of factors you are going to examine to be able to understand your case. These factors should be arranged in a logical order that will allow you to build your argument and prove your thesis.
- d. A separate bibliography with six academic sources on your topic and country. Sources can include peer reviewed academic sources and academic books. This does not include newspapers, web sites or popular magazines like *Time*, the *Economist* or *Macleans*.

Your outline could also include any theories (like dependency theory, neo-liberalism, stages of development theory) you are going to apply to your topic.

A good outline will help you to focus your research on the specific factors that will help you understand your issues. Our hope is that it will also help organize your thinking and the writing of your final paper and provide an opportunity for useful feedback from the TA on the research process.

The three page length does not include the bibliography with at least 6 academic sources..

Research Paper: The purpose of this essay assignment is to allow you to apply some of the theory you've learned in this course to specific countries in the global south. The Question is: "Looking at one country in the global south, how did this one issue effect its development." However some issues like ethnic conflicts may not lend themselves to a discussion on development. You are free to examine an issue in the global south that is not development related.

The issues you can select between include:

- a) Corruption
- b) Colonialism
- c) Drug trafficking
- d) Ethnic conflicts
- e) resource development
- f) crime and violence
- g) populism
- h) democracy
- i) role of the military
- j) structural adjustment policies
- k) political structures
- l) religion
- m) caste
- n) class
- o) culture
- p) federalism or a unitary state
- q) ideologies
- r) development paradigms
- s) role of violence in politics and economics
- t) economic policies
- u) political parties
- v) corporatism
- w) dependency theory
- x) gender
- y) specific public policies
- z) human rights and the rule of law
- aa) an issue of your choice (please clear this with your TA or the instructor)

The best place to begin this paper is by doing some general reading on a country that interests you, and then focusing on one particular issue that intrigues you.

Note that these topics do not exclude each other.

You will find that as you begin to explore your topic, you will include other topics on the list. So for example, to understand why water rights are so important in Bolivia, you would have to explore its history, economic policies, ethnic conflicts, class, corruption and its political culture. If you wanted to explore gender in the maquiladoras in Mexico, you would have to look at its history, corporatism under PRI, corruption, neoliberalism and structural adjustment policies. If you wanted to understand the effects of religion in India, you would have to understand its effect on caste, class and the economy along with ethnic conflict in politics and economic outcomes. In general you will find that you will be looking at a nation's history, its economics and its social structures as you try to understand its development.

Note your essay must be 12-15 pages in length. Essays should be double-spaced, with 1.25 inch margins. Essays should include a title page, page numbers and bibliography.

Final Exam: will be conducted during the final exam period on the content of the course. The purpose of the exam is for the student to be able to discuss their understanding of the issues rather than simply be tested on specific readings.

COURSE OUTLINE

Week 1 Lecture 1 Wednesday September 8th:

Introduction to the Course.

Review of course requirements.

Introduction to the themes of the course: What does the title of the course tell us about ourselves? What is development? How did we construct the Global south as the other and is there a reality to this idea? What is the history of development and what does this tell us about ourselves? By development do we mean economic or political development or both? Why did this dream fail in Afghanistan?

Burnell and Randall, chapter 1.

Economic Issues in development

Week 2, Lecture 2 (Wednesday Sept. 15th):

Modernization theory and the creation of Aid.

The theory and history behind the creation of foreign aid. First aid was about defeating Communism and then as a way to legitimate global neoliberalism and the American empire. W.W. Rostow, "The Stages of Economic Growth: A Non-Communist Manifesto," in Roberts and Hite (eds.) *The Globalization and Development Reader*, Malden: Blackwell, 2007.

Week 3 Lecture 3 (Wednesday Sept 22nd):

Theories of Underdevelopment or why colonization and modernization and aid failed to create an economic takeoff for the South.

David F. Ruccio and Lawrence H. Simon, “Radical Theories of Development, Frank, The Modes of Production School, and Amin.” in Charles K. Wilber ed. *The Political Economy of Development and Underdevelopment* (New York: Random House, 1988) pp.174-202

Week 4, Lecture 4 (Wednesday Sept. 29th):

From dependency theory and Import substitution Industrialization (ISI) to Structural Adjustment and Neoliberalism.

From ISI to SAPs, from one order to another: from the limitations of one development model and the transition to another.

Green, Duncan. “Poverty Brokers: The IMF and World Bank”. *Silent Revolution: The Rise of Market Economics in Latin America*. (2nd edition) London: Cassell, 2003. ch.2.

Harvey, David. *A Brief History of Neoliberalism*. (Oxford: Oxford University Press, 2005) ch. 1. pp. 3-39

Political development : Attempts to find a Legitimate and Stable state

Week 5 Lecture 5. (Wednesday Oct. 6th)

From Colonialism to Independence: The struggle for independence and the foundation of new states

Critical Review Due!

Rebellion or revolution: does independence mark a new order or just new masters?

What is a revolution and what does it show us about these societies?

Burnell and Randall, chapter 2.

Jack A. Goldstone, (1982) “The Comparative and Historical Study of Revolutions,” *Annual Review of Sociology*, vol. 8, pp. 187-207.

Week 6 Lecture 6 (Wednesday Oct 13th)

Democracy, democratization and Development

Does democracy help or hinder the creation of a stable and prosperous state? Do

democracy create economic development or foster corruption?

Burnell and Randall, Chapter 14

Phillip Schmitter and Terry Lynn Karl, “What Democracy is ... and is not.” *Journal of Democracy*, Volume 2, No.3 Summer 1991. pp-75-88.

Week 7 Lecture 7 (Wednesday Oct 20th) :

Outline is due

Nationalism and Ethnicity

How do we define the nation and how does it relate to ethnicity?

From imagined communities to multiethnic and multicultural states, how nationalism helps, hinders and hides the legitimacy of the state.

Burnell and Randall chapter 6.

Benedict Anderson, *Imagined Communities*, 2nd edition, London: Verso, 1991, chapter 3 and 10.

Week 8 October 27th Reading week no classes no office hours

Week 9 Lecture 8 (Wednesday November 3rd)

Populism and neo populism

Cammack, Paul. "The resurgence of populism in Latin America." *Bulletin of Latin American Research* Vol. 19 149-161.

O'Donnell, Guillermo. "Delegative Democracy." *The Global Resurgence of Democracy*. (2nd edition) Baltimore: Johns Hopkins University Press, 1996. pp.94-108.

Week 10 Lecture 9 (Wednesday Nov.10th)

The world tour Begins:

South Africa and the transition to democracy.

Does South Africa offer a model for reconciliation and development with democracy?

Kesselman, Mark. Krieger, Joel. Joseph, William A. (eds) *Introducing Politics of the Developing World* 6th edition. Boston: Wadsworth, 2013. Chapter 6.

Week 11 Lecture 10 (Wednesday Nov 17th)

Mexico: from revolution to the developmental state to free trade and drug wars .

Burnell and Randall Chapter 23

Week 12: Lecture 11(Wednesday Nov 24th)

India : Democracy with Development?

Does India offer an answer as to how to resolve conflict between religion, caste, class and ethnicity through democratic accommodation?

Burnell and Randall chapter 30

Research Paper is Due!

Research Paper is Due!

Week 13 Lecture 12 (Wednesday December 1st)

Venezuela: Does Chavez mark the limitations of neo-liberalism or populism?

The decline and catastrophic fall of an attempt to use state redistribution to create development.

Vanden, Harry E. and Gary Prevost. *Politics of Latin America: The Power Game*. (3rd edition) New York: Oxford University Press, 2009. Chapter 17 Venezuela by Daniel Hellinger

Week 14 Lecture 13 Wednesday December 8th

Afghanistan: Eternal recurrence of the same

A history of resistance against development and ethnic conflict. Is it possible to develop another's country?

Grissom, Adam. "Making it up as we go along: state building critical theory, and military adaptation in Afghanistan." Online in *Conflict, Security and Development*. 10:4 September 2010.

Late Penalties and extensions: Extensions are given out only at the discretion of the instructor for personal, family or health reasons. You may request extensions in writing (as well as in person) by emailing the instructor at peteratack@cunet.carleton.ca. Otherwise papers will be penalized at the rate of 1 mark per day or ½ % point of the final mark, again only at the discretion of the instructor. Note University regulations do require you to hand in all papers no later than the last day of scheduled classes or December 8th^h.

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review

the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

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 includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

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.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

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

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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.