

**PSCI 2102A**  
**Comparative Politics of the Global South**  
**Wednesdays: 11:35 am - 1:25 pm**  
**Please confirm location on Carleton Central.**

I) **General information**

**Instructor:** Dr. Isaac Odoom

**Student Hours:** Wednesday 2:40pm-4:40pm in person or via zoom (or by appointment).

**Email:** [isaac.odoom@carleton.ca](mailto:isaac.odoom@carleton.ca) (please put PSCI 2102 in subject line)

**Contact Policy:** Email is the best way to contact me. I normally reply within 24-48 hours, weekends excluded. All email must be through official Carleton University email accounts. For longer questions I recommend scheduling a Zoom appointment or regular office hours.

II) **Course description**

This course is designed to introduce students to the study of comparative politics highlighting some of the most important historical and contemporary challenges facing the global South as well as the major debates and concepts in the field of development studies. Topics to be covered include the legacies of empire and colonialism, state-society relations, natural resources and environmental politics, security and south-south cooperation. These topics will be explored with reference to key theories that inform thinking about development, such as modernization theory, dependency theory, postcolonial and feminist theories. In examining countries across the Global South, the roles of both domestic (e.g., leadership, political systems) and external actors (e.g., the International Monetary Fund, the World Bank, and the UN) will be discussed. This course is also meant to introduce students to the comparative method. Therefore, we will examine the origins and assumptions underlying comparative political inquiry, with specific reference to how it has been employed to study the global South. Throughout the term, students will be challenged to systematically think about the historical development of nation-states, societies, and institutions in the global South.

III **Course Format**

This course will consist of both lectures and tutorials that students are expected to attend. Students are expected to attend every discussion having done all the assigned readings and having prepared to engage in the day's topic. Attendance and participation in tutorial sessions will be graded.

IV **Learning outcomes**

After completing this course, successful students should be able to demonstrate:

- knowledge of some of the most important perspectives and theories which inform our understanding of comparative politics;
  - basic understanding of the methods of comparative politics and their limits;
  - ability to use various conceptual tools in the field of comparative politics and development studies to better analyze, understand and/or explain significant events and processes in the global South;
  - and to unpack the complex local and international dynamics that (re)produce and sustain global hierarchies.
- The course also emphasizes skill development through written exercises, class discussions, and assignments.

V **Text**

There is no required textbook. All required readings materials can be found via ARES/ Brightspace.

VI **Evaluation at a glance**

Evaluation of the following course requirements will determine students' grades

<b>Component</b>	<b>Weight</b>	<b>Due Date</b>
1. Tutorial Attendance/Participation	15%	Throughout the course
2. Midterm Exam 1	20%	Oct 9
3. Midterm Exam 2	20%	Nov 13
4. Response Paper	15%	Due Wednesday 10am of the chosen week and no later than Nov 20.
5. Final Exam	30%	<i>scheduled during the formal exam period</i>
<b>Total</b>	<b>100%</b>	

VII **Evaluation in detail**

1. **Tutorial Attendance and Participation (15%)**

Students should attend and participate in weekly tutorials. Participation in weekly discussions is essential to support a well-rounded understanding of each week's topic. Each tutorial group will be led by a teaching assistant (TA). Students should be prepared to respectfully express their

views on the required readings, and lectures. Students will be graded on their attendance and the quality of your comments. The mark for attendance and participation is a cumulative score which involves the following: attendance in tutorial/seminar discussions, the quality and quantity of participation in seminar discussions, small group or individual in-class exercises, and attentiveness and engagement with other students.

There will be no window to make up student participation grade at the end of term. Please notify the teaching assistant (and instructor) immediately if you are unable to attend your discussion group for legitimate and justifiable reasons (e.g., severe health, family emergency).

## 2. Response Paper Assignment (15%)

Each student is required to submit one response paper. These review papers are not a summary of the readings, but rather a reflection and critique of the required readings. Response papers will critically synthesize the arguments developed in the required readings for that day and develop a response to those arguments. Students are expected to identify the central argument and draw out the points of commonality and differences in the authors' arguments. Students should discuss how convincing the authors' arguments are and what they have learned from them. Students should also contemplate linkages with previous weeks' readings, if any. The paper must include at least two (2) discussion questions arising from the readings.

Students can choose to prepare their response on any of the weekly seminar topics. Students are only required to use the course readings for the week, but they will cite the sources properly including other sources used (if any) in their response paper.

Response papers should be no more than 800-1250 words in length (excluding title page and bibliography), double spaced, Times New Roman 12 font, 1" margin. Students will use APA referencing style and list all sources at the end of the paper.

**Entries must be submitted via Brightspace by 10am on the Wednesday of the week in which the readings/topic are discussed (for example, Response paper covering the topic of the week of Sept 25 must be submitted by 10am Sept 25, not later). Response papers will not be accepted after the topic or readings have been discussed in class/lecture.**

The response paper assignment is an analytical exercise intended to strengthen the capacity of students to develop and support focused arguments on key issues. They are not a test of everything a student knows on a given subject; nor are they simply an exercise in opinion journalism. Your paper must convey your personal reflection on the content of the readings.

Additional assignment instructions will be provided to students.

### **3. Midterm Exams 1 & 2 (20 X 2= 40%)**

Students will write 2 closed-book in-class midterm exams on Wednesday October 9 and November 13 respectively. Exam will include short answer questions. These will be closed book exams with no external aids available.

Details of the test will be announced in class and posted on BrightSpace.

### **4. Final Exam (30%)**

There will be an in-person final exam conducted during the final exam period on the content of the course. Instructor will conduct exam review on the final day of class.

#### **LATE PENALTIES:**

Late assignments: It is the student's responsibility to inform the instructor as soon as it becomes clear that their work will be late. If you do not communicate in advance, and your reasons for being late do not also explain this lack of communication, and if, in the judgement of the Teaching Assistant/instructor, there is no valid reason for a late assignment (e.g health or domestic affliction) then you should be prepared to be penalized by one grade per day on the letter scale. For example, a B would become a B- on the first day, a C+ on the second day, and so on.

Students are welcome to use laptops and other electronic note-taking devices for notetaking during classes. However, chatting, sending/receiving texts and browsing social media and the Web is extremely disruptive to others and therefore discouraged.

**Students should note that to obtain credit in this course, students must fulfill all of the course requirements.**

**Previous papers/work.** For this course and its assignments, using work already submitted for other courses is unacceptable. Students are invited to talk to the instructor if they have any questions related to this provision.

**Changes to the syllabus:** This syllabus is subject to change. Any amendments will be posted on Brightspace and announced in class.

#### **Generative AI and this course (adapted from Peter Andree's course outline)**

Generative Artificial Intelligence tools (such as ChatGPT, Jasper, GPT, Google's Bard, Bing AI, etc.) are powerful new tools that can be helpful to social science researchers. However, the quality and validity of outputs from these tools varies considerably. Further, students in this course are being trained, in part, to think critically, and to strengthen their own writing skills.

For this course, students are expected to do their own research and write the entirety of their own assignments. Generative AI can be used as a guide to new topics, and to correct spelling and grammar, but no more. Students may use Generative AI tools to better understand topics at a general level, and to help them identify sources they may not have known about, much as one might use Wikipedia. As with Wikipedia, the validity of which also varies, text written by Generative AI tools should not be copied into a student's assignment, or even quoted from directly. Instead, students should find and work from original sources to inform their papers, and then cite those original sources in their list of references cited.

The instructor reserves the right to ask students to submit evidence of their own research (e.g. rough notes, screenshots of reference sources, etc.) and to participate in an oral defense of any submitted assignment.

Instructor and students will have a chance to discuss the use of generative AI in class.

(This note on AI was developed using language from online resources).

## VIII COURSE SCHEDULE

The weekly reading list is subject to changes by the instructor in the course of the term.  
Instructor will inform students of any changes ahead of time.

### Week 1

#### **(Sept 4): Welcome and Introduction to Course**

- Course organisation and overview
- The Comparative Method and the Global South
- *No Tutorials this week*

### Week 2

#### **(Sept 11): Development Theories: Modernisation Theory and its Critics**

##### Readings:

- Rostow, W.W.. (2007) "The Stages of Economic Growth: A Non-Communist Manifesto," in Roberts and Hite (eds.). *The Globalization and Development Reader*. Malden: Blackwell.
- Huntington, Samuel P. (1971) "The Change to Change: Modernization, Development and Politics," *Comparative Politics* 3(3): 283-322.

### Week 3

#### **(Sept 18): Development Theories II: Dependency Theory and Other Critics**

##### Readings:

- Gunder Frank, Andre. (1996) "The Development of Underdevelopment," *Monthly Review* 18(4): 17-31.
- Saiful Islam, M, 2018, "Conceptualizing Development and Underdevelopment: From Classical Modernization to Contemporary post-Development Discourse," *Journal of Asian Development*, 4(2): 107-122.

### Week 4

#### **(Sept 25): Slavery, Colonialism and its legacy on development**

##### Readings:

- Rodney, W. (1972). *How Europe Underdeveloped Africa*. London. Bogle L'ouverture. (Chapter 4)

- Acemoglu, D., & Robinson, J. (2012). *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, Crown Business, New York. Chapter 9

### **Week 5**

#### **(Oct 2): Postcolonial Politics II: State Building and National Development**

##### **Readings:**

- Engelbert, P., (1997) "The Contemporary African State: neither African nor State," *Third World Quarterly*, Vol. 18, No 4.
- Mkandawire, T. (2001) "Thinking about Developmental States in Africa", *Cambridge Journal of Economics* Vol. 25 No. 3

### **Week 6**

#### **October 9: MIDTERM TEST 1 (Response Paper Workshop)**

### **Week 7**

#### **(Oct 16) Postcolonial Politics II: Civil Society and Democratization [GUEST LECTURE]**

##### **Readings:**

- Hinnebusch, Raymond, 2006, "Authoritarian Persistence, Democratization Theory, and the Middle East: An Overview and Critique," *Democratization*, 13(3): 373-395.
- Roberto Stefan Foa and Yascha Mounck, "The Democratic Disconnect," *Journal of Democracy*, 27:3, 2016, 5-17

### **Week 8**

#### **(Oct 23): Reading Week (No classes)**

### **Week 9**

#### **(Oct 30): Global South and Global Political Economy**

##### **Readings:**

- Litonjua, M. D. (2010). International Free Trade, the WTO, and the Third world/global South. *Journal Of Third World Studies*, 27(2), 45-70.
- Brissett, N. M. (2018). Sustainable Development Goals (SDGs) and the Caribbean: Unrealizable promises?. *Progress In Development Studies*, 18(1), 18-35.

## **Week 10**

### **(Nov 6): Conflict, Violence and Insecurity in the Global South**

#### **Readings:**

- Ross, Michael, "The Natural Resource Curse: How Wealth Can Make You Poor," in Ian Bannon and Paul Collier (eds.), *Natural Resources and Violent Conflict: Options and Actions*, 2003, Ch. 2, pp. 17-42.
- Grimm, Sonja, Nicolas Lemay-Hebert and Olivier Nay. (2014) "'Fragile States': Introducing a Political Concept," *Third World Quarterly* 35(2): 197-209

## **Week 11**

### **Nov 13: MIDTERM TEST 2**

## **Week 11**

### **(Nov 20): Individuals and NGOs in the Global South**

#### **Readings:**

- Hedayat Allah Nikkhah & Ma'rof Bin Redzuan (2010) The Role of NGOs in Promoting Empowerment for Sustainable Community Development, *Journal of Human Ecology*, 30:2, 85- 92,
- Barbara Vodopivec and Rivke Jaffe, 'Save the World in a Week: Volunteer Tourism, Development and Difference', *European Journal of Development Research*, 23, 1, 2011, pp. 111-128.

## **Week 12**

### **(Nov 27): Women, Gender and Feminism in the Global South**

#### **Readings:**

- Hickel, Jason. (2014) "The 'Girl Effect': Liberalism, Empowerment and the Contradictions of Development," *Third World Quarterly* 35(8): 1355-1373.
- Chant Sylvia and Caroline Sweetman (2012). "Fixing women or fixing the world? Smart economics, efficiency approaches, and gender equality in Development." *Gender and Development* 20, no. 3 (2012): 517-529



## **Week 13**

### **(Dec 4): South-South Cooperation**

#### *Readings:*

- Bhaso Ndzendze (2023) "BRICS expansion: six more nations are set to join – what they're buying into" *The Conversation* <https://theconversation.com/brics-expansion-six-more-nations-are-set-to-join-what-theyre-buying-into>
- Odoom, Isaac (2017) "South-South Cooperation, SDGs, and Africa's Development: A Study of China's Development Intervention in Ghana" (Chapter 5: pages 74-93)

#### ***Course Conclusion and Final Exam review***

## Appendix

---

### **Student Mental Health**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **Requests for Academic Accommodation**

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

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

**Academic consideration for medical or other extenuating circumstances:** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For

considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

***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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

***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 [click here](#).

***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](mailto: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 details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will 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. For more information, please [click here](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://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](https://carleton.ca/sexual-violence-support).

## **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy 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, websites, 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.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question 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).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. 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 the 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.

---