

Carleton University  
Fall 2019  
Department of Political Science  
<https://carleton.ca/polisci/>

PSCI 2102a  
Comparative Politics and Development in the Global South  
Thursdays 8:35-10:25  
Please confirm location on Carleton Central

Professor: Peter Atack  
Office: B647 Loeb  
Office Hours: Thursday 11-12:00, Fri 1-2:00  
Office: 613- 520-2600 ext.4129 (no voicemail)  
Email: [Peter.Atask@carleton.ca](mailto:Peter.Atask@carleton.ca) (please put PSCI 2102 in subject line)

**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? 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.

**CUlearn:** There are five useful items you can find on Culearn 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) Power point slides. You may find it helpful to read through these before 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.
- d) A link to all the readings, which are offered online through the Library. Note that this does not include the course textbook.
- e) Clippings: interesting articles and items gleaned 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

**Course Requirements:**

Participation: 10%  
Critical review: 15%. Due Oct 3rd  
Outline: 15%. Due Oct 17th  
Research Paper: 30% Due Dec. 5th  
Final Exam: 30%. During Exam period

**Participation:** Depends on faithful attendance and participation in discussions in your tutorial groups. 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 (Thursday Sept. 5th):**

#### **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?

Burnell and Randall, chapter 1.

### **Economic Issues in development**

### **Week 2, Lecture 2 (Thursday Sept. 12th):**

#### **Modernization theory and the creation of Aid.**

The theory and history behind the creation of foreign aid.

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 (Thursday Sept. 19th):**

**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 (Thursday Sept. 26th):**

#### **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*. (2<sup>nd</sup> 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. (Thursday Oct. 3rd)**

#### **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 (Thursday Oct 10th)**

#### **Democracy, democratization and Development**

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

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 (Thursday Oct 17th):**

#### **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 24th Reading week no classes no office hours**

### **Week 9 Lecture 8 (Thursday October 31st):**

#### **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*. (2<sup>nd</sup> edition) Baltimore: Johns Hopkins University Press, 1996. pp.94-108.

### **Week 10 Lecture 9 (Thursday Nov. 7th):**

#### **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* 6<sup>th</sup> edition. Boston: Wadsworth, 2013. Chapter 6.

### **Week 11 Lecture 10 (Thursday Nov14th):**

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

Burnell and Randall Chapter 23

**Week 12: Lecture 11( Thursday Nov 21st):  
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

**Week 13 Lecture 12 (Thursday November 28th):  
Venezuela: Does Chavez mark the limitations of neo-liberalism or populism?**

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

**Week 14 Lecture 13 (Thursday December 5th):**

**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.

**Research Paper is Due!**

**Academic Accommodations**

**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 [Peter.Ataack@carleton.ca](mailto:Peter.Ataack@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 6<sup>th</sup>.

**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 obligation**

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](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**Religious obligation**

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](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**Academic 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](http://carleton.ca/pmc)

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its 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](http://carleton.ca/sexual-violence-support)

### **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 compete or perform 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](http://students.carleton.ca/course-outline)

### **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. 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/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

**Official Course Outline**

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