

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

**I) General information**

**Instructor:** Dr. Isaac Odoom

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

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

**II) Course description**

This course offers an introduction to the comparative politics of the Global South, with a focus on applying comparative theories and methods to the study of political institutions, development trajectories, and state–society relations in Africa, Asia, Latin America, and the Middle East. Students will examine key topics including the historical formation of states, the legacies of empire and colonialism, nation-building and identity, systems of governance, democratic and authoritarian rule, political instability and conflict, gender and development and patterns of South–South and North–South engagement.

The course engages with foundational questions such as: What is comparative politics, and how is it applied to the study of the Global South? How have historical, political, and economic forces shaped state formation and political development in these regions? Why have development outcomes and political regimes varied so widely across the Global South? These questions are explored through theoretical, methodological, and historical perspectives, drawing on comparative case studies to illustrate patterns of political change, inequality, and continuity, as well as the roles of both domestic and external actors in shaping development outcomes.

**III Course Format**

This course is organized around weekly lectures and mandatory tutorial sessions. Tutorials are a central component of the course and provide students with the opportunity to engage critically with the readings, clarify key concepts, and apply comparative perspectives through guided discussion and activities. Students are expected to attend tutorials regularly, complete all assigned readings in advance, and participate actively in discussion. Attendance and participation in tutorials will form part of the course assessment.

#### **IV Learning outcomes**

By the end of this course, students should be able to:

- demonstrate knowledge of major theories and debates in comparative politics as applied to the Global South;
- explain the logic, strengths, and limits of comparative methods in the study of political development;
- apply key concepts from comparative politics and development studies to analyze political institutions, regimes, and development outcomes in the Global South;
- assess how historical legacies, domestic political actors, and external institutions shape governance and inequality across regions of the Global South;
- develop analytical and communication skills through written assignments and class discussions.

#### **V Course Readings**

There is no required textbook for this course. All required readings will be made available through ARES via Brightspace free of charge.

#### **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 and Participation	20%	Throughout the term
2. Midterm Exam	25%	February 9 (in class)
3. Response Paper	20%	One week plus one day after the selected lecture; final deadline March 24
4. Final Exam	35%	Scheduled during the formal examination period
<b>Total</b>	<b>100%</b>	

#### **VII Evaluation in detail**

##### **1. Tutorial Attendance and Participation (20%)**

- Tutorials are a mandatory component of this course. Students are expected to attend regularly, complete the assigned readings in advance, and contribute meaningfully to discussions.

- 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. Midterm Exam (25%)**

The midterm exam will be held in class (on Feb 9) and will assess students' understanding of key concepts, theories, and topics covered in the first half of the course. The exam will include short and essay-type questions. Details of the test will be announced in class and posted on BrightSpace.

Missed Midterm: If you are unable to write a midterm test due to extenuating circumstances (such as a death in the family, illness, etc.), you must provide appropriate supporting documentation to the course instructor. Upon review, the instructor may offer a deferred test. The deferral for midterm test will be held on February 23, 2026, at 7:15 am, location TBA.

## **3. Response Paper Assignment (20%)**

Students will submit one response paper (900–1,200 words) based on a designated week's readings. The paper is due one week plus one day after the selected topic's class, allowing students to integrate insights from lectures and tutorials (*i.e., due the following Tuesday by 11:59 pm*). Students must follow the provided structure and explicitly reference both the assigned reading and class or tutorial discussions. The final deadline for all response papers is March 24, 2026.

Additional assignment instructions will be provided to students.

## **4. Final Exam (35%)**

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 student 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 reason for being late does 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.

**Statement on use of AI**

Unless explicitly authorized by the instructor, the use of generative artificial intelligence (AI) tools to produce any assessed content (e.g., text, code, equations, images, summaries, videos, etc.) constitutes a violation of Carleton University's academic integrity standards. For details, refer to specific assignment instructions.

## **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 – January 5**

#### **Introduction: Comparative Politics and the Global South**

- Course overview and expectations
- What is comparative politics?
- Why the Global South?

#### **Reading:**

Jorge Heine (2023): The Global South is on the rise – but what exactly is the Global South? *The Conversation*. <https://theconversation.com/the-global-south-is-on-the-rise-but-what-exactly-is-the-global-south-207959>

### **Week 2 – January 12**

#### **The Comparative Method**

- Most-similar / most-different systems
- Limits of comparison

#### **Reading:**

Dickovick, J., Eastwood, J., LeBlanc, R., & de Leon, Z. (2022). Chapter 1: The Comparative Approach: an Introduction. In *Comparative Politics: Integrating Theories, Methods, and Cases*. Oxford: Oxford University Press.

### **Week 3 – January 19**

#### **Development Theories I: Modernization and Political Development**

#### **Readings:**

- David Ekbladh (2013): “Modernization Theory” In *The Oxford Encyclopedia of American Military and Diplomatic History* Edited by: Timothy J. Lynch: Oxford University Press.

#### **Recommended:**

- Rostow, W. W. 2007 [1960]. “The Stages of Economic Growth,” in Hite & Roberts (eds.).

## **Week 4 – January 26**

### **Development Theories II: Dependency, Postcolonial, and Critical Approaches**

#### **Readings:**

- Islam, M. Saiful. 2018. "Conceptualizing Development and Underdevelopment." *Journal of Asian Development* 4(2): 107–122.

Recommended:

- Frank, Andre Gunder. 1996. "The Development of Underdevelopment." *Monthly Review* 18(4): 17–31.

## **Week 5 – February 2**

### **Empire, Slavery, and Colonial Legacies**

#### **Readings:**

- Cheeseman and Fisher, (2019) "How colonial rule predisposed Africa to fragile authoritarianism," *The Conversation* (31 October 2019)

Recommended:

- Rodney, Walter. 1972. *How Europe Underdeveloped Africa*, Ch. 4.

## **Week 6 – February 9**

### **MIDTERM EXAM (In Class)**

## **Week 7 – February 16**

Winter Break – No Classes

## **Week 8 – February 23**

### **Political Institutions and the Postcolonial State**

- State capacity
- Governance and developmental state

#### **Readings:**

- Dickovick, J., Eastwood, J., LeBlanc, R., & de Leon, Z. (2022). Chapter 3: "The State." In *Comparative Politics: Integrating Theories, Methods, and Cases*. Oxford: Oxford University Press.

Recommended:

- Kapur, Devesh. 2020. "Why Does the Indian State Both Fail and Succeed?" *Journal of Economic Perspectives*, 34 (1): 31-54.

## **Week 9 – March 2**

### **Democracy, Authoritarianism, and Regime Change**

#### **Readings:**

- Hinnebusch, Raymond. 2006. “Authoritarian Persistence and Democratization Theory and the Middle East: An Overview and Critique.” *Democratization* 13(3): 373–395.

#### Recommended:

- Natasha Lindstaedt (2025): The US has a long history of meddling in Latin America. What's different about Donald Trump's approach? *The Conversation*, <https://theconversation.com/the-us-has-a-long-history-of-meddling-in-latin-america-whats-different-about-donald-trumps-approach-249678>

## **Week 10 – March 9**

### **Civil Society, NGOs, and Political Participation**

#### **Readings:**

- Vodopivec, Barbara, and Rivke Jaffe. 2011. “Save the World in a Week: Volunteer Tourism, Development and Difference.” *European Journal of Development Research* 23(1): 111–128.

## **Week 11 – March 16**

### **Global Political Economy and Development**

#### **Readings:**

- Brissett, Natasha M. 2018. “SDGs and the Caribbean: Unrealizable promises?.” *Progress in Development Studies* 18(1): 18–35.

#### Recommended:

- Nelson Duenas (20250. Trump's push to shut down USAID shows how international development is also about strategic interests. *The Conversation* (Feb 2025)

## **Week 12 – March 23**

### **Conflict, Violence, and State Fragility**

#### **Readings:**

- Astri Suhrke and Torunn Wimpelmann Chaudhary (2017). Chapter 13: “Violent conflict and intervention” in Burnell, P. J., Rakner, L., & Randall, V. (Eds.) *Politics in the developing world*. Oxford University Press.

***Final deadline for Response Paper: March 24, 2026.***

## **Week 13 – March 30**

### **Gender, Feminism, and Development 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.

#### Recommended:

- Bawa, S. (2016). Paradoxes of (dis) empowerment in the postcolony: women, culture and social capital in Ghana. *Third World Quarterly*, 37(1), 119-135

## **Week 14 – April 6**

### **South–South Cooperation and the Global South in World Politics**

#### **Readings:**

- Video: “Is China the New Model for Emerging Economies?” Ted Talk by Dambisa Moyo (2013), 16 mins.

#### Recommended:

- Odoom, Isaac. 2017. “South–South Cooperation, SDGs, and Africa’s Development: A Study of China’s Development Intervention in Ghana” in Hanson et al (eds.) *From Millennium Development Goals to Sustainable Development Goals: Rethinking African Development* (New York: Routledge). Ch. 5 (pp. 74–93).

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

## 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:

### 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/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

**Academic consideration for medical or other extenuating circumstances:** Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy:** 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, please contact Equity and Inclusive Communities (EIC) at [equity@carleton.ca](mailto:equity@carleton.ca) or by calling (613) 520-5622 to speak to an Equity Advisor.

**Religious obligation:** 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](#).

**Academic Accommodations for Students with Disabilities:** 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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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*).

**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: <https://carleton.ca/equity/sexual-assault-support-services>.

**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 will be provided to students who compete or perform at the national or international level. Write to me 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.

#### **PETITIONS TO DEFER**

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

#### **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.

#### **WITHDRAWAL WITHOUT ACADEMIC PENALTY**

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

#### **OFFICIAL FINAL EXAMINATION PERIOD**

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)  
**For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).**

#### **GRADING SYSTEM**

The grading system is described in the Undergraduate Calendar section [5.4.](#)

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.

#### **ACADEMIC INTEGRITY**

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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#### **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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

**RESOURCES (613-520-2600, phone ext.)**

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 <sup>th</sup> floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàñ
Career Services (6611)	401 Tory