

Carleton University

Winter 2021

Department of Political Science

PSCI 2102B

Comparative Politics and Development in the Global South

Friday Asynchronous release date

Professor: Peter Atack

Office: Home

Office hours: Call me at home 1-4 Monday to Friday

Home phone number 613-724-2437

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

On going Online: The best and only way to deliver courses online is to deliver them asynchronously with a tutorial group being delivered live via zoom chats at a specific time. This means all the lectures will be prerecorded throughout the term, with the intention of delivering the lectures one week ahead of the syllabus. With students stretched around Canada and the Globe, recording them asynchronously allows students to listen to the material at their own schedule. This allows students to listen to lectures, ponder the readings and then review them live online on a weekly basis.

Warning: As we all found out last fall going online is harder than we thought. Days and weeks can drift by followed the crush of work at the end of term. Do your work (listening to lectures, doing readings, attending tutorial groups and working ahead on your assignments) on a weekly ongoing basis. Compressing months of work into sleepless days is painful, unproductive and hard on your mental health.

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 11 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) A link to all the readings which are offered online through the Library. Note that this does not include the course textbooks.

- d) 5 or more 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.
A late dropbox for unavoidably late papers due to life. The exam where you return the online exam.
- e) Lectures: As noted they will be recorded and released about a week before the lecture date narrated over top of the powerpoint slides. Pictures will be explained, concepts explored and stories told to illustrate the issues at hand.
- 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) Questions for the Prof. Live lectures offer the chance for you to ask questions for clarification. I use words in various languages, ideas that are complex and history you will not be familiar with. Post questions here about the lectures and I'll attempt to clear things up. Useful too for questions about assignments that everyone wants to know..
- h) Review session? By the end of the course we will have undertaken a journey through histories, places and ideas. Usually we'd gather together in lecture room and I'd write down words you needed clarified, sip my coffee and launch into a three hour improve lecture. Fun and useful for all. At the end of lectures if students send me lists of words, concepts, persons and places you want explained, I'll collate them and record my answers.
- i) 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 February 12th
 Outline: 15%. Due March 5th
 Research Paper: 30% Due April 14th
 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 Friday January 15th:

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 (, Friday January 22nd):

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 (Friday January 29th):

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 (Friday February. 5th):

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. (Friday February 12th)

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 Friday February 19th Reading week

Week 7 Lecture 6 (Friday February 26th)

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 8 Lecture 7)Friday March 5th , :

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 9 Lecture 8 (Friday March 12th)

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 (Friday March 19th)

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 (Friday March 26th)

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

Burnell and Randall Chapter 23

Week 12: Easter Weekend

Week 13 Lecture 12

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 14 Lecture 12 (Wednesday April 14th)

Venezuela: Do Chavez and Maduro mark the limitations of neo-liberalism or populism?

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

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 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 April 14th. Note too all assignment must be completed or the student receives an automatic F.

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor

receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by deadlines set by the Paul Menton Centre,

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

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

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

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

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

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor at the beginning of class. Assignments cannot be submitted via email. Late assignments should be submitted only to the instructor at the beginning of your next class. Assignments submitted to the drop box in the corridor outside B640 Loeb are retrieved only 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. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: The following is the Carleton University grading system.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
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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

Grades: Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available ONLY if the student is in good standing in the course.

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.

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

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

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