

Carleton University
Winter 2019
Department of Political Science

PSCI 2102B
Comparative Politics of the Global South
Friday 2:35pm – 4:25pm
Please confirm location on Carleton Central

Instructor: Dunja Apostolov-Dimitrijevic
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Course Description and Objectives:

This course will introduce students to some of the most important historical and contemporary issues facing the Global South as well as the major debates in the field of development studies. We will cover topics such as state – society relations, sustainability, aid, gender and development, security, emerging powers and south-south cooperation. These will be explored with reference to key theories that inform thinking about development, such as modernization theory, dependency theory, postcolonial and feminist theory, and the roles of both local actors and major development institutions (e.g., World Bank, IMF, NGOs, etc.). This course is also designed to enhance students' understanding of the comparative method. Therefore, we will examine the origins and assumptions underlying comparative political inquiry as it has been used to study the Global South and, in studying the various issues across cases, we will identify the ways in which comparisons may both contribute and limit our understanding of the specificities and trajectories of developing countries. Throughout the course we will address overarching questions/themes such as: to what extent does the post-colonial period represent a rupture with the past? How do the dynamics between domestic and inter/transnational processes play out in different developing countries with respect to the many issues examined in the course? What are the challenges and opportunities facing the Global South – how do different social groups experience these and what are their connections to broader global trends and processes?

Upon completion of the course, successful students should be able to:

- Conduct comparative analysis, understanding its strengths and limitations
- Demonstrate an understanding of and critical engagement with the major theoretical frameworks, approaches and debates concerning the Global South
- Demonstrate familiarity with a range of development contexts around the globe
- Unpack the complex local and international dynamics that reproduce and sustain global inequalities and hierarchies

Texts

Burnell, Peter, Lise Rakner and Vicky Randall. (2017). *Politics in the Developing World*. 5th Edition. New York: Oxford University Press.*

All other readings are available on the CULearn course page.

*Note: this text has been used in previous years. Students may be able to find copies at Haven Books or other used bookstores.

Evaluations

Assignment	Portion of Grade	Due Date
Mid-term Assignment	15%	February 1
Term Paper Outline	10%	March 1
Term Paper	30%	April 5
Tutorial Participation	10%	throughout course
Final Examination	35%	TBD

Mid- term Assignment

Students are asked to critically review and compare two academic journal articles. The objective of the assignment is to practice synthesizing and critically evaluating the key arguments and evidence presented in the academic literature.

Instructions

On the PSCI 2102 CULearn course page, click on “Mid-term Assignment Material”. Here you will find a number of academic articles that you can compare. Choose two of these for comparison. The articles do not have to be on the same topic or policy area, although that is strongly recommended. Your reflection should articulate a clear argument concerning the relative strengths and weaknesses of the two articles. The write up should consist of a brief summary of the authors’ main arguments and the evidence used to support them. It should then provide an assessment of these. For example, how convincing are the arguments presented? What methods are used to support these arguments and what are the strengths and weaknesses of each approach? What does the author leave out or focus too strongly on?

Format

2 pages, twelve-point Times New Roman font, **single**-spaced. No title page is necessary. Please hand in a hard copy to your teaching assistant at the beginning of the tutorial.

Research Paper Outline

Each student is required to submit an outline of the research paper they will complete for the end of the term. Your outline should cover the following:

- Research question
- Significance of the topic chosen
- Preliminary thesis
- Arguments that support your thesis
- Sources (minimum of five academic sources)

Format

1 to 2 pages, twelve-point Times New Roman font, **single**-spaced. No title page is necessary. Please hand in a hard copy to your teaching assistant at the beginning of the tutorial.

Research Paper

Chose one of the weekly themes (e.g., state-building, security, the environment) from the course and compare two actors (or groups of actors), events, processes or institutions relevant to that theme. Your analysis must be grounded in a particular theoretical framework discussed in the course and should focus on assessing the effectiveness, impacts and/or strategies of your chosen phenomena. See the list of recommended paper topics on the CULearn Course page. You must compare across two countries or within the same country at the sub-national level. Students must hand in their evaluated research paper outline along with their research paper.

Format

12 to 15 pages, twelve-point Times New Roman font, **double**-spaced. No title page is necessary. Please hand in a hard copy to your teaching assistant at the beginning of the tutorial. You may use any citation style as long as it is consistent throughout the paper.

Final Examination

The final exam will take place during the official examination period. It will test the students' comprehension of the theories, concepts, and debates covered throughout the semester. The purpose of the exam is for students to demonstrate their understanding of the issues, rather than simply their knowledge of the specific texts. The exam will consist of short answer and essay questions.

Tutorial Participation and Attendance

Each tutorial is one hour long and will be led by a teaching assistant. Teaching assistants may use a combination of class discussion, small group work and other assignments that focus on facilitating discussion or debate on a topic related to each week's lecture. Some tutorials will also focus on writing techniques, including referencing and research skills. Participation and attendance grades will be allocated based on both student attendance and informed contributions to class discussions. Each student is expected to come to the tutorials having read the assigned readings for the week.

Late Policy

Completed assignments are to be handed in to your teaching assistant at the beginning of the tutorial on the day the assignment is due. Late assignments will be penalized at the rate of 3% per day beginning at the end of your scheduled tutorial, including weekends (with the weekend counting as one day). Late assignments should be handed directly to your teaching assistant or to the 'drop box' in the Political Science Department (Loeb 640). Extensions can be granted only by the instructor and are normally granted only for medical reasons.

Weekly Readings and Tutorial Topics

Week 1 (January 11) Welcome and Introductions

- This syllabus!
- *No tutorials this week*

Week 2 (January 18) Development Theories I: Modernization Theory and Its Variants

- W.W. Rostow. (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 (January 25) Development Theories II: Dependency Theory and Other Critics

- Gunder Frank, Andre. (1966). "The Development of Underdevelopment." *Monthly Review*, 18(4): 17-31.

- Arturo Escobar. (1994). *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press. Introduction pg. 3-14.

Week 4 (February 1) Legacies of Empire and Colonialism

- Burnell, Rakner and Randall Chp. 2, 6
- Mamdani, Mahmood. (2001). "Beyond Settler and Native as Political Identities: Overcoming the Political Legacy of Colonialism." *Comparative Studies in Society and History*, 43 (4): 651-664.

Week 5 (February 8) Post-Colonial Politics I: State-building and the Pursuit of National Development

- Burnell, Rakner and Randall Chp. 7, 12
- Arrighi, Giovanni. (2003). "The African Crisis." *New Left Review*, 15: 5-36.

Week 6 (February 15) Post-Colonial Politics II: Civil Society and Social Movements

- Burnell, Rakner and Randall Chp. 10, 11
- Chatterjee, Partha. (2003). *The Politics of the Governed*. New York: Columbia University Press. Chapter 3.

Week 7 (March 1) Developing Countries in the Global Economy I: Neoliberalism and Structural Adjustment

- Burnell, Rakner and Randall Chp. 4
- Stiglitz, Joseph. (2002). *Globalization and its Discontents*. New York: Norton. Chapter 3.

Week 8 (March 8) Developing Countries in the Global Economy II: Development, Aid and Global Inequality

- Easterly, William. (2001). *The Elusive Quest For Growth: An Economists' Adventures and Misadventures in the Tropics*. Massachusetts, MI: MIT Press. Chapter 1.
- Engel, Susan. (2014). "The not-so-great aid debate." *Third World Quarterly*, 35(8): 1374-1389.
- Hickel, Jason. (2015, November 27). "Enough of Aid – Lets' talk Reparations." *The Guardian* (online). Available at: <https://www.theguardian.com/global-development-professionals-network/2015/nov/27/enough-of-aid-lets-talk-reparations>.

Week 9 (March 15) Security and Violence

- Burnell, Rakner and Randall Chp. 13
- Grimm, Sonja, Nicolas Lemay-Hebert and Olivier Nay. (2014). "'Fragile States': Introducing a Political Concept." *Third World Quarterly*, 35(2): 197-209.
- Explore the Fragile State Index available at: <http://fundforpeace.org/fsi/>.

Week 10 (March 22) Environment and Natural Resources

- Burnell, Rakner and Randall Chp. 17
- Bryant, Raymond and Sinead Bailey. (2005). *Third World Political Ecology*. London: Routledge. Chapter 3.

Week 11 (March 29) Gender, Intersectionality and Development

- Burnell, Rakner and Randall Chp. 9
- Mohanty, Chandra Talpade. (2003). *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham and London: Duke University Press. pg. 17-42.

Week 12 (April 5) Emerging Economies and South-South Cooperation

- Burnell, Rakner and Randall Chp. 27, 28
- Armijo, Leslie Elliott. (2007). "The BRICs Countries (Brazil, Russia, India and China) as Analytical Category: Mirage or Insight?" *Asian Perspective*, 31(4): 7-42.

Academic Accommodations

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

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

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 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

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

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

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.