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.

Webct: There are three useful items you can find on webct for this course.
1. This syllabus, it has useful dates, topics and information.
2. Outlines: contain a list of concepts and people covered in that weeks lectures, an outline of the structure of the lecture and useful questions to guide your thinking for that week.
3. Clippings: interesting articles and items cleaned from the internet. For your interest only and they are not mandatory reading.


Course Requirements:
Participation: 15%
Proposal: 15% Due February 3rd
Research Paper: 35% Due March 23rd
Final Exam: 35% During Exam period

Participation: Is marked at the discretion of the tutorial assistants. Tutorial attendance and participation is mandatory. Remember participation requires thoughtful and learned contributions to class discussions that reflect course readings. Those who are silent even if usually present will not achieve high marks for this component.
Proposal: must include: two double-spaced pages (paragraph format) explaining the proposed essay. Essays are to be about two countries and an issue in development. Topics could include everything from the search for legitimacy: to structural adjustment plans and their effects on economies and politics, to the role of history in development, to which political structures hinder or help development, to what is the role of the state in development. The two page length does not include a bibliography. The proposal must include 1) a clear research question or what is it you are going to examine 2) a description of what issues you are going to examine in order to answer your question, and 3) a tentative thesis statement which is essentially the one sentence answer to your question and also 4) a bibliography with at least 8 academic sources including at least one book. Warning: a research paper proposal is not an outline.

Research Paper: 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. Essays will be on a topic of your choice that relates to two countries and development (see above for some suggestions).

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 (Friday, January 6th): 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?

Economic Issues in development

Week 2 (January 13th): Modernization theory and the creation of Aid. TA Groups Begin!
The theory and the history behind the creation of foreign aid.
Burnell and Randall, chapter 1.

Week 3 (January 20th): Theories of Underdevelopment or why colonization and modernization and aid failed to create an economic takeoff for the South.

Week 4 (January 27th): 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.

Leslie Elliot Armijo and Philippe Faucher (2002), “‘We have a consensus’: Explaining political support for market reforms in Latin America,” Latin American Politics and Society, vol. 44, no. 2, pp. 1-40.

Political development: Attempts to find a Legitimate and Stable state

Week 5 (February 3rd) From Colonialism to Independence: The struggle for independence and the foundation of new states
Research proposal Due in Tutorial groups!
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.


Week 6 (February 10th): 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.

Week 7 (February 17th) Transitions to Democracy:

Week 8 (February 24th) Reading Week

Week 9 (March 2nd) The world tour Begins: South Africa and the transition to democracy.
Does South Africa offer a model for reconciliation and development with democracy? Burnell and Randall chapter 20
Week 10 (March 9th) Mexico: from revolution to the developmental state to free trade and drug wars. Burnell and Randall Chapter 22 (the section on Mexico).

Week 11 (March 16th) 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 21.


Week 13: (March 30th) Afghanistan and review: Is it possible to develop? What are the lessons of its history and how would we apply the lessons learned from this course to this case.
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.

Academic Accommodations

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 (November 11, 2011 for fall term examinations and March 7, 2012 for winter term examinations).

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 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. 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.

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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.