

PSCI 2102 A
Comparative Politics of the Global South
Mondays 9:35 a.m. – 11:25 a.m.
This course will be held remotely online

Instructor: Dr. Dunja Apostolov-Dimitrijevic
On-line Office Hours: Mondays 12:00 p.m. – 2:00 p.m. through Zoom
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Course Description and Learning Outcomes

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 and concepts in the field of development studies. We will cover topics such as the legacies of empire and colonialism, state-society relations, natural resources and environmental politics, security 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. In examining countries across the Global South, the roles of both domestic and international actors (e.g., the International Monetary Fund, the World Bank, and the World Trade Organization) will be discussed. This course is also meant to enhance students' understanding of the comparative method. Therefore, we will examine the origins and assumptions underlying comparative political inquiry, with specific reference to how it has been employed to study the Global South.

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

- Undertake 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 hierarchies

Course Format

This course will be taught synchronously, meaning that I will deliver live lectures every Monday from 9:35 a.m. to 11:25 a.m. Lectures will be recorded and then posted online. Two in-class quizzes, on **November 2nd** and **December 7th**, will be administered through cuLearn. We will use applications such as Big Blue Button (BBB) for online lectures and group discussions.

A computer with a reliable internet connection is required to participate effectively. A working microphone is highly encouraged but not mandatory. Should you have any privacy concerns about your participation in the course, please contact the instructor.

Texts

All readings for this course can be found on the cuLearn course page.

There is NO textbook for this course.

Assignment	Portion of Grade	Date
Discussion Group Participation	10%	
Writing Response #1	15%	to be submitted by Nov 2 nd
Writing Response #2	15%	
Online Quiz #1	15%	November 2 nd
Online Quiz #2	15%	December 7 th
Take-home Exam	30%	TBA

Discussion Group Participation

Starting in **week 2**, students will be required to participate in a weekly discussion group. Each group will be led by a teaching assistant. Teaching assistants may use a combination of online discussion and forums to facilitate debate on a particular week's readings. Participation grades will be allocated based on engagement and informed contributions to the discussion. Each student is expected to participate in the discussion group having read the assigned readings for that week.

There is no way to make up your participation grade at the end of term. Please notify the instructor or teaching assistant immediately if you are prevented from attending a specific discussion group for legitimate reasons (e.g., health, family emergency).

Online Quizzes

The in-class assessment for this course will be organized around two 50 min quizzes administered through cuLearn. The quizzes will consist of short answer questions designed to test students on their knowledge of the course material. The quizzes will cover material from both the lectures and the readings.

The first in-class quiz will be on **November 2nd** covering weeks 1- 5.

The second in-class quiz will be on **December 7th** covering weeks 6-10.

Response papers

Students are required to write two response papers on two different readings assigned for this course. The response papers are meant to develop students' analytical skills by requiring that they summarize and evaluate the key arguments presented by the author(s). Students can write a response paper on any of the assigned readings of their choice.

Each paper will:

1. Identify the thesis of the text
2. Summarize the key ideas and evidence presented in support of the author's thesis
3. Discuss one strength and one weakness of the text
4. Note the contribution that the text makes to our understanding of an issue

Format

1 page, twelve-point Times New Roman font, single-spaced.

Papers are due at the start of class on the day that the reading is being discussed. For example, a response discussing Gunder Frank's "The Development of Underdevelopment" will be due on September 28th at 9:35 a.m. Students are to submit their responses via cuLearn.

Important: Students are required to submit at least one response by November 2nd. This policy is designed to allow students time for feedback and reflection on their first response before they submit their second.

Late policy: 3% will be deducted from the final grade for each day that the paper is late (e.g., an 80% grade becomes 77% if late by one day). Weekends count as one day late.

Take-home exam

The final exam for this course will be an open book take-home exam. The exam will be cumulative and will consist of long-form essay questions. The exam will require students to apply their knowledge of the theories, debates and concepts discussed in the lectures and the readings. Students that have attended lectures and participated in the discussion groups regularly should expect to complete the exam in two hours.

Students will be graded on the quality of their engagement with the course material and their ability to develop a coherent argument. **Sources must be cited appropriately** in Chicago, APA, or MLA styles. While group work in preparation for the final exam is welcome, **all answers on the exam must be the product of the individual student.**

The exam will take place during the formal examination period, and will therefore be scheduled accordingly by Carleton's Scheduling and Examination services. Students will have seven days to complete the exam.

Weekly Readings and Tutorial Topics

Week 1 (September 14) Welcome and Introductions

- This syllabus!
- *No tutorials this week*

Week 2 (September 21) Development Theories I: Modernization Theory and Its Variants

- Rostow, W.W.. (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 (September 28) Development Theories II: Dependency Theory and Other Critics

- Gunder Frank, Andre. (1996) "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.
- Watson, Matthew. "Textbooks," *International Political Economy of Everyday Life* (online), available at: <http://i-peel.org/homepage/textbook/>.

Week 4 (October 5) Empire, Colonialism and their Legacies

- Rodney, Walter. (1981) *How Europe Underdeveloped Africa*. Washington, D.C.: Howard University Press. Chapter 1.
- 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 (October 19) Post-colonial Politics I: State building and National Development

- Clapham, Christopher. (1985) *Third World Politics: An Introduction*. London: Routledge. Chapter 3.
- Arrighi, Giovanni. (2003) "The African Crisis: World Systemic and Regional Aspects," *New Left Review* 15: 5-36.

Week 6 (November 2) Post-colonial Politics II: Civil Society and Social Movements

- Silva, Eduardo. (2015) "Indigenous Peoples' Movements, Developments, and Politics in Ecuador and Bolivia," in *Handbook of Social Movements Across Latin America*, Almeida, Paul and Allen Cardero Ulate (eds.). Dordrecht, Netherlands: Springer. Chapters 10.
- Castells, Manuel. (2015) "The Egyptian Revolution," in *The Social Movements Reader*, Goodwin, Jeff and James Jasper (eds.). Maldon, MA: Wiley. Chapter 5.

Week 7 (November 9): Developing Countries in the Global Economy: Structural Adjustments and Neoliberalism

- Stiglitz, Joseph. (2002) *Globalization and its Discontents*. New York: Norton. Chapter 3.
- Mishra, Pankaj. (2020, July 16) "Flailing States," *London Review of Books* (online), available at: <https://www.lrb.co.uk/the-paper/v42/n14/pankaj-mishra/flailing-states>.

Week 8 (November 16) Natural Resources and Environmental Politics

- Bryant, Raymond and Sinead Bailey. (2005) "The State," in *Third World Political Ecology*. London: Routledge. Chapter 3.
- Stetson, George. (2012) "Oil Politics and Indigenous Resistance in the Peruvian Amazon: The Rhetoric of Modernity Against the Reality of Coloniality," *Journal of Environment and Development* 21(1): 76-97.

Week 9 (November 23) (In)Security and Violence

- Amore, Louise and Marieke de Goede. (2014) "What Counts As Violence?," in *Global Politics: A New Introduction 2nd Edition*, Edkins, Jenny and Maja Zehfuss (eds.). New York, NY: Routledge. Chapter 23.
- Grimm, Sonja, Nicolas Lemay-Hebert and Olivier Nay. (2014) "'Fragile States': Introducing a Political Concept," *Third World Quarterly* 35(2): 197-209.
- Kinniburgh, Colin. (2014) "Beyond 'Conflict Minerals': The Congo's Resource Curse Lives On," *Dissent* (online), available at: <https://www.dissentmagazine.org/article/beyond-conflict-minerals-the-congos-resource-curse-lives-on>.

Week 10 (November 30) Women, Gender and Feminism

- Mohanty, Chandra Talpade. (2003) *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham, NC: Duke University Press. Chapter 1.
- Hickel, Jason. (2014) "The 'Girl Effect': Liberalism, Empowerment and the Contradictions of Development," *Third World Quarterly* 35(8): 1355-1373.

Week 11 (December 7) South-South Cooperation

- Gray, Kevin and Barry K. Gills. (2016) "South-South Cooperation and the Rise of the Global South," *Third World Quarterly* 37(4): 557-574.
- Myxter-iino, Erik and Xiao'Ou Zhu. (2018, August 20) A History of the Hambantota Port in Sri Lanka – The Importance of Chinese State Owned Enterprises and Host Country Elite Politics in the Belt and Road Initiative [Audio podcast.] Available at: <https://www.buzzsprout.com/196316/781350-a-history-of-the-hambantota-port-in-sri-lanka-the-importance-of-chinese-state-owned-enterprises-and-host-country-elite-politics-in-the-belt-and-road-xiao-ou-zhu>.

Week 12 (December 11) Review

Accommodations

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: <https://carleton.ca/registrar/wp-content/uploads/COVID-19-Self-declaration.pdf>

Academic Accommodations

Pregnancy

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

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.

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 is 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

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.

More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

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).