

POLSCI 3EE3 North-South Relations

Fall 2018

Instructor: Dr. Nibaldo Galleguillos
Email: gallegui@mcmaster.ca
Lecture: Tuesday, Wednesday & Friday
12:30 – 13:30

Office: Kenneth Taylor Hall 542
Phone: 905 525 9140 Ext. 23889
Office Hours: Tuesday & Friday
14:00 – 16:00

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Course Description

International relations in the imaginary North-South divide are characterized by unevenness, asynchronism, unfairness, and one-sidedness, and they are almost always advantageous to the North's strategic economic, social, ideological and political ambitions. North/South relations are complex and multifaceted: they involve old as well as current business, trade and commercial exchanges, cultural influences, outright military aggression, invasions, political instability, electoral democracy promotion, human rights violations, multilateral and bilateral military agreements, religious antagonisms, and tensions over reverse migration movements. The course adopts a critical perspective to reflect the South's views and responses to the changes these relations have undergone over time. The course revisits the main theoretical frameworks attempting to explain these relations, discusses the colonial legacy, the impact of trade, foreign aid, and foreign debt on the South's development (or lack thereof), as well as the persistence of the North's economic and political destabilization of Southern countries which, in turn, delays their democratic development.

Course Objectives

It is expected that at the conclusion of the course students will differentiate between perception and reality, rhetorical discourses and evidentiary facts, and scientific rationality and conventional wisdom regarding the North's claims of support for the South's economic, social, and political development and the opposite reality of the relations between them. In other words, the course aims to develop students' 'good sense' as opposed to so-called 'common sense' views.

Required Materials and Texts

Required readings for the course are available at McMaster University Bookstore

- Galleguillos, Nivaldo (2018). POL SCI 3EE3 North/South Relations Coursepack
- Additional readings will be posted in Avenue to Learn

Course Evaluation – Overview

1. Mid-term take-home examination – 30%, due Wednesday, October 17, 2018
2. Research paper – 30%, due Friday, November 16, 2018
3. End-of-term take-home examination – 30%, due Wednesday, November 28, 2018
4. Class participation – 10%

Course Evaluation – Details

Mid-term examination (30%), due Wednesday, October 17, 2018

The instructor will handle the exam in class on 16 October; the exam must be returned at the beginning of the class on Wednesday 17 October. The examination comprises three sections: Section I asks to identify, explain the meaning, and discuss the significance of notions, definitions, and/or concepts discussed in class and readings (think of it as a mini-essay). Section II is a compulsory essay question. Section III gives students a choice between two essay questions. Section I and III are worth 30 percent each while Section II is worth 40 percent of the examination. All required readings and class discussions must be used in answering the corresponding questions.

Research paper (30%), due Friday, November 16, 2018

A research paper worth 30 percent of the course grade, due on Friday 16 November at the beginning of the regular class. Instructions for the paper appear on pages 10 % 11 of this course outline.

End-of-term examination (30%), due Wednesday, November 28, 2018

The instructor will handle the exam in class on 27 November; the exam must be returned at the beginning of the class on Wednesday 28 November. This examination is cumulative. The examination comprises three sections: Section I asks to identify, explain the meaning, and discuss the significance of notions, definitions, and/or concepts discussed in class and readings (think of it as a mini-essay). Section II is a compulsory essay question. Section III gives students a choice between two essay questions. Section I and III are worth 30 percent each while Section II is worth 40 percent of the examination. All required readings and class discussions must be used in answering the corresponding questions.

Class participation (10%),

At the instructor's discretion. A student's participation involves regular attendance and the active engagement in the discussion of required readings and instructor's lectures.

Weekly Course Schedule and Required Readings

Attending classes is an important part of the learning process. While required readings provide a general background to the issues discussed in class, additional and complementary perspectives are presented and discussed in greater depth by the instructor. Questions pertaining to the readings are welcome in class. Assignments, especially the research paper and the two examinations, must reflect familiarity with the readings and class discussions. Relevant films may be shown throughout the term.

Week 1 (September 4, 5 & 7)

September 4 – Introduction

Explanation of course organization and assignments. Explaining the research paper: choosing a problem and a methodology. Use of online sources. Literature review. Advice on plagiarism

September 5 & 7 – Conceptualizing the meaning of North/South Relations.

What is 'the North'? What is 'the South'? What is the meaning of 'relations'? Issues in North/South relations. Introducing the concept of 'unequal and uneven relations.

Required readings:

- Schafer, Jessica, Paul Haslam, & Pierre Beaudet: "Meaning, Measurement, and Morality in International Development," in Haslam, Schafer, & Baudet, *Introduction to International Development. Approaches, Actors, and Issues*, 2nd edition. Toronto: Oxford University Press. Courseware, pp. 1-26.

Week 2 (September 11, 12 & 14)

September 11, 12 & 14 – Theoretical frameworks on North/South Relations

Modernization theories and the development/underdevelopment of the South.

Required readings:

- Randall, Vicky & Robin Theobald: "Towards a Politics of Modernization and Development," in Randall & Theobald (1998), *Political Change and Underdevelopment. A Critical Introduction to Third World Politics*, 2nd edition. Durham: Duke University Press. Courseware, pp. 27-42.

Recommended readings:

- Desai, Radhika: "Theories of Development," in Paul Haslam, Jessica Schafer & Pierre Beaudet (2015) *Introduction to International Development*, pp. 45-67.

Week 3 (September 18, 19 & 21)

September 18, 19 & 21 – Theoretical frameworks on North/South Relations

Dependency Theories and Post-development Approaches.

Required readings:

- Harrison, David: "Underdevelopment Theory," in David Harrison, *The Sociology of Modernization & Development*. Routledge. Courseware, pp. 43-62.
- Preston, P.W. (1996): "The Development Experience of Latin America: Structuralism and Dependency Theory" in *Development Theory: An Introduction* Oxford: Blackwell Publishers.

Recommended readings:

- Randall, Vicky & Robin Theobald (1998): "Dependency Theory and the Study of Politics" in *Political Change and Underdevelopment: A Critical Introduction to Third World Politics*, 2nd edition. Durham: Duke University Press.
- Sahle, Eunice: "Post-Development and Alternatives to Development," in Haslam et al. op.cit. pp. 68-85.

Week 4 (September 25, 26 & 28)

September 25, 26 & 28 – The Colonial experience.

Post-Colonialism. The Byzantine Debate.

Required readings:

- Weatherby, Joseph: "The Old and the New: Colonialism, Neocolonialism, and Nationalism," in Joseph Weatherby et al., *The Other World. Issues and Politics of the Developing World*. Courseware, pp. 63-92.

Recommended readings:

- Allina, Eric: "Imperialism and the Colonial Experience," in Paul Haslam, Jessica Schafer & Pierre Beaudet (2015) *Introduction to International Development*, pp. 28-44.
- Khapoya, Vincent (1998): *The African Experience. An Introduction*, 2nd edition. NJ: Prentice Hall.

Week 5 (October 2, 3 & 5)

October 2, 3 & 5 – Multinational corporations

Engines of development or enforcers of underdevelopment?

Required readings:

- Higginbottom, Andy (2008): "Solidarity Action Research as Methodology. The Crimes of the Powerful in Colombia," *in Latin American Perspectives*, Issue 162, Vol. 35, No 5, September. Courseware, pp. 93-106.

Recommended readings:

- Barnet, Richard & Ronald Muller (1974): Global Reach. *The Power of the Multinational Corporations*. New York: Simon and Shuster.
- United States Congress. Senate. Committee on Foreign Relations. Subcommittee on Multinational Corporations (1976). *Multinational Corporations and United States Foreign Policy: Hearings before the Subcommittee on Multinational Corporations of the Committee on Foreign Relations. United States Senate. Ninety-third.*

Week 6 (October 8 - 14)

October 9, 10 & 12 – Reading Week

No classes held this week.

Week 7 (October 16, 17 & 19)

October 16

Notes: Mid-term take-home examination distributed.

October 17

Notes: Mid-term take-home examination worth 30% of course grade due in class. Penalties apply for late submissions.

October 16, 17 & 19 – The Political Economy of Foreign Aid and the Role of UN

International Agencies Fostering Development and/or Dependency: IMF, World Bank, World Trade Organization.

Required readings:

- Brown, Stephen: “National Development Agencies and Bilateral Aid,” in Haslam, Schafer & Beaudet, op. cit. Courseware, pp. 107-138.

Recommended readings:

- Kharas, Homi (2014): “Development Assistance: in Currier-Alder et al. *International Development: Ideas, Experience, & Prospects*. New York: Oxford University Press.

Week 8 (October 23, 24 & 26)

October 23, 24 & 26 – The Political Economy of Foreign Debt and the Role of International Lenders

IMF, World Bank

Required readings:

- Aluko, Funso & Dare Arowolo (2010): "Foreign Aid, The Third World's debt crisis and the implication of economic development: The Nigerian experience," in *African Journal of Political Science and International Relations*, vol. 4, April. Courseware, pp. 139-146.
- Shafter, Jonathan (2007): "The Due Diligence Model: A New Approach to the Problem of Odious Debts," in *Ethics and International Affairs*, volume 21, Issue 1, March. Courseware, pp. 147-166.

Recommended readings:

- Wood, Robert (1986): *From Marshall Plan to Debt Crisis. Foreign Aid and Development Choices in the World Economy*. Berkeley: University of California Press.

Week 9 (October 30, 31 & November 2)

October 30, 31 & November 2 – U.S. Foreign Relations Doctrines

From Monroe's "Manifest Destiny" to Obama's "Extra-territorial executions".

Required readings:

- Delgado-Ramos, Gian Carlo & Silvina Maria Romano (2011): "Political-Economic Factors in U.S. Foreign Policy. The Colombia Plan, the Merida Initiative, and the Obama Administration," in *Latin American Perspectives*, Issue 178, Vol. 38, No 4, July. Courseware, pp. 167-182.
- Clement, Christopher (2005): "Confronting Hugo Chavez: United States "Democracy Promotion in Latin America," in *Latin American Perspectives*, Issue 142, Vol. 32, No. 3, May. Courseware, pp. 183-202.

Recommended readings:

- Vanden, Harry & Gary Prevost (2015): "U.S.-Latin American Relations," in Vanden & Prevost, *Politics of Latin America. The Power Game*, 5th edition.
- Weeks, Gregory (2008): *U.S. and Latin American Relations*. New York: Pearson, Longman.

Week 10 (November 6, 7 & 9)

November 6, 7 & 9 – Cuba-U.S. Relations

From Missile Crisis to a New Relationship.

Required readings:

- Renwick, Danielle & James McBride (2016): "U.S.-Cuba Relations," in Council of Foreign Relations, March 24. Courseware, pp. 203-208.

- Sweig, Julia & Michael Bustamante (2013): “Cuba After Communism: The Economic Reforms that Are Transforming the Island,” in *Foreign Affairs*, July-August. Courseware, pp. 209-232.

Recommended readings:

- Leogrande, William & Peter Kornbluh (2015): *Back Channel to Cuba: The Hidden History of Negotiations Between Washington and Havana*. University of North Carolina Press.

Week 11 (November 13, 14 & 16)

November 13, 14 & 16 – U.S. Destabilization Policies

Case study: Chile

Required readings:

- Devine, Jack (2014): “What Really Happened in Chile,” in *Foreign Affairs*, volume 93, Issue 4, July-August. Courseware, pp. 233-242.
- Kornbluth, Peter (2007): “Declassifying U.S. Intervention in Chile,” in *NACLA*. Courseware, pp. 243-252.

Recommended readings:

- *U.S. Senate Report on Covert Operations in Chile* (1976).

November 16

Notes: Research paper worth 30% due in class. Penalties apply for late submission. Email electronic copy at the same time to gallegui@mcmaster.ca.

Week 12 (November 20, 21 & 23)

November 20, 21 & 23 – U.S. Post 9/11

Regime change approach: Case study: Iraq.

Required readings:

- Lieberfeld, Daniel (2005): “Theories of Conflict and the Iraq War,” in *International Journal of Peace Studies*, Volume 10, Number 2, Autumn-Winter. Courseware, pp. 253-274.

Recommended readings:

- Sir John Chilcot (2016). *The Iraq Inquiry Report*, at iraqinquiry.org.uk

Week 13 (November 27, 28 & 30)

November 27

Notes: End-of term take-home examination distributed.

November 28

Notes: End-of-term take-home examination worth 30% due in class. Penalties apply for late submission.

November 27, 28 & 30 – U.S. Post 9/11

Regime change approach: Case study: The Middle East and the Refugee Crisis.

Required readings:

- Diamond, Larry (2010): "Why Are There No Arab Democracies?" in *Journal of Democracy*, January, Volume 21, Number 1. Courseware, pp. 275-286.
- Hammond, Timothy (2015): "The Mediterranean Migration Crisis," in *Foreign Policy Journal*, May 19. Courseware, pp. 287-298.

Week 14 (December 4 & 5)

December 4 & 5 – Where are North/South Relations headed?

Change and Continuity.

Notes: Instructor's lecture.

Course Policies

Submission of Assignments

Research Paper

The research paper must address an aspect, or aspects, of the nature, extent, and consequences of the uneven and unequal relations between a South country, or region, and a country, or region, from the North at the present time. The essay should examine and discuss the research question by using supplementary, primary and/or secondary, reading materials relevant to the argument. It must not be based solely on required readings. The 30 percent of the final grade assigned to this paper will be determined by:

1. An outline proposal of the paper worth 5 percent. This outline is due on Friday September 28, in class. The outline should be about 3-4 double-spaced pages and should include (i) a general discussion of the topic; (ii) a clearly stated research question; (iii) a hypothesis or thesis, and (iv) a brief discussion of the purported evidence to support the argument. This outline must be approved by the instructor before students can proceed with the research. On the same day that students submit the outline of the paper they must also send an electronic copy of this assignment (in Word

format) to gallegui@mcmaster.ca. The outline should also include a statement signed by the student that the work is original and that no plagiarism has been committed in its development and production. Academic offences (i.e. plagiarism) will be penalized in accordance with the regulations set by the University Senate.

2. A fully edited final version of the research paper, including all commented preliminary work, worth 25 percent, and due on Friday November 16, in classroom, at the beginning of the regular class. Essays may be submitted early. Late papers will be penalized in accordance with that stated on p. 12.

Somewhere between 12 to 15 pages, not including title page and bibliographical references would be an adequate length for this essay. Follow the APA or the Chicago Manual of Style guidelines for the writing of academic papers. Standard use of bibliographical references is a must. The paper must be typed; have a title page; all pages properly numbered; lines double-spaced; and wide margins (standard word processor format) left for comments.

On the same day that students submit the final version of the paper they must also send an electronic copy of this assignment (in Word format) to gallegui@mcmaster.ca. The final paper should also include a statement signed by the student that the paper is original and that no plagiarism has been committed in its development and production. Academic offences (i.e. plagiarism) will be penalized in accordance with the regulations set by the University Senate.

Instructor's expectations for this assignment are as follows:

1. Relevancy of the research question(s)
2. Appropriateness of methodology
3. Exhaustiveness of the literature review
4. Linking of the discussion/argument to the literature review
5. Conclusion appropriately addresses research question(s)
6. Essay reflects adherence to university-level academic standards
7. Appropriate style and format (APA preferred).

Take-home examinations

The mid-term take-home examination will be delivered in class on Tuesday 16 October and must be returned in class the next day, Wednesday 17 October. The end-of-term take-home examination will be delivered in class on Tuesday 27 November and must be returned in class the next day, Wednesday 28 November. Academic offences (i.e. plagiarism, improper collaboration, and so on) will be penalized in accordance with the regulations set by the University Senate.

Class Participation

Class participation, worth 10 percent of the final mark, at the instructor's discretion, involves regular attendance and the active engagement in the discussion of required readings and instructor's lectures.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

1. Penalty for late submission of the Outline of the research paper is one point deduction for each day of delay, up to a maximum of one week.
2. Penalty for late papers will be one sub-letter grade deduction for each working day of delay, up to a maximum of one week. After one week, the instructor may refuse to accept the assignment, unless proper medical certification stating a prolonged inability to fulfil academic responsibilities is provided (medical/doctor's notes will be checked for authenticity). Marks for papers accepted by the instructor after one week of lateness will be lowered by one letter grade. Students must talk to the instructor with anticipation if they believe they have a legitimate reason for an extension. A doctor's note will be verified for veracity for students claiming long-term medical reasons. Other courses' assignments and students' other responsibilities do not qualify as legitimate excuses. The instructor assumes no responsibility for assignments left under his office door, faxed, or texted (none of which is advised).
3. Late submission of take-home examinations will be penalized with one sub-letter grade deduction for each hour of delay, up to a maximum of five hours. The instructor may refuse to accept exams that are later than five hours. No make-up examinations will be provided by the instructor, except for long-term medical reasons; a doctor's note will be verified for veracity.

Absences, Missed Work, Illness – McMaster Student Absence Form (MSAF)

This is an online, self-reporting tool for students to report absences that last up to three (3) days, and to request accommodation for any missed academic work that is worth less than 25 percent of the final grade. This tool cannot be used during any final examination period. It is the prerogative of the instructor to determine the appropriate relief for missed term work. Students may submit a maximum of one request per term. The form should be filled out immediately when the student is about to return to class after an absence. It is the student's responsibility to follow up in person with the instructor immediately (within two working days) about the nature of the accommodation. Students who have been absent for more than three (3) days, have missed academic work worth 25 percent, or more, or exceed one request per term must see their Faculty Academic Advisor. Students will be required to provide supporting documentation.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). For more information please refer to the [Turnitin.com Policy](#).

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on

the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

NB: In addition to a hard copy, students must submit assigned work electronically at gallegui@mcmaster.ca (in Word format). Each written submission and assignment must include a statement signed by the student that the work is original and no plagiarism has been committed in its development and production.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for [Academic Accommodation of Students with Disabilities](#).

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Religious Accommodations

Students who require academic accommodation due to religious reasons, indigenous, and spiritual observances need to familiarize themselves with the University Policy on Academic Accommodation for Religious, Indigenous, and Spiritual Observances and discuss it as well with the instructor.