

POLSCI 2XX3 POLITICS IN THE DEVELOPING WORLD

Fall 2018

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Lecture: Friday 9:30 – 11:20 am
Location: BSB 129

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14:00 – 16:00 pm

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Course Description

Today's developing world is challenging the so-called 'path dependency' approach, which has maintained that failure rather than success is to be expected as "the norm" in Africa, Asia, and Latin America. Third World societies are progressing steadily, even if domestic politics remain dependent on external factors they cannot avoid. This second-year, lecture course, introduces students to a critical understanding of the complex ways in which peoples do politics in the Third World. It addresses the questions of Why, What, and How to study politics in developing countries? From a Comparative Politics standpoint, and through a political sociology approach, the course examines the economic, social, and historical factors that have shaped politics in (mainly) Africa and Latin America. It aims to make students familiar with some of the main theoretical frameworks, i.e. Modernization theories, the Dependency School, Globalization, and the post-Development approach, which have attempted to explain the 'failure' of these societies to develop viable economies and democratic politics. The course discusses whether and how the colonial experience continues to impact negatively the development of these societies. Structural limitations on state-building and nation-building processes and persistent hegemonic crises, with their sequel of frequent military interventions, are also discussed in detail. Gender and politics, social movements, democratic transitions, and the resurgence of civil society in a globalized context, are examined as well to illustrate the changing nature of politics in developing countries in recent years.

Course Objectives

It is expected that at the conclusion of the course students will be able to differentiate between perception from reality, rhetorical discourses from evidentiary facts, and scientific rationality from conventional wisdom in what passes as 'understanding' of the Third World politics and society. In other words, the course aims to develop students' 'good sense', as opposed to "common sense" views.

Required Materials and Texts

The following textbook is available at McMaster University Bookstore:

Burnell, Haslam, Currie-Alder: McMaster University Custom Edition (2018) *Politics of the Developing World Pol SCI 2XX3*. Toronto: Oxford University Press.

Additional readings will be posted in Avenue to Learn.

Class Format

This is a one-hour-and-fifty minutes lecture course. There will be tutorial meetings, starting the second week of classes. Although a lecture course, students are encouraged to actively participate in class and tutorial discussions.

Course Evaluation – Overview

1. Mid-term examination, worth 30 percent of course grade, held on Friday, October 19, 2018, in class.
2. Research paper, worth 30 percent of course grade, due Friday, November 2, 2018, at the beginning of regular class.
3. Final examination, worth 30 percent of course grade, held during University's Final Examination December period.
4. Tutorial participation, worth 10 percent of course grade.

Course Evaluation – Details

Mid-term examination (30%), Friday, October 19, 2018.

This 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, tutorial, 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. Sections I and II are worth 30 percent each, while Section III is worth 40 percent of the examination. All required readings and class and tutorial discussions must be used in answering the corresponding questions.

Research paper (30%) due Friday, November 2, 2018.

A research paper worth 30 percent of the course grade, due on Friday, November 2, 2018 at the beginning of the regular class. Instructions for the paper appear on **Course Policies. Submission of Assignments** below (pp. 8-11)

Final examination (30%), December examination period.

This examination comprises three sections: Section 1 asks to identify, explain the meaning, and discuss the significance of notions, definitions, and/or concepts discussed in class, tutorial, 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. Sections I and II are worth 30 percent each, while Section II is worth 40 percent of the examination. All required readings and class and tutorial discussions must be used in answering the corresponding questions.

Tutorial participation (10%)

A student's participation involves regular attendance to tutorials, and the active engagement in the discussion of required readings and instructor's lectures. Grade for tutorial participation is at the instructor's discretion.

Weekly Course Schedule and Required Readings

Week 1 (September 7)

Course Introduction.

Explanation of course's objectives, assignments, and students' responsibilities. Explanation of research paper: choosing a topic and a methodology. Use of online sources. Preparing a literature review. Advice on how not to incur in plagiarism.

Readings: Gasper, Des. Chapter 23: "Ethics of Development", pp. 326-346.

Week 2 (September 14)

What is the 'developing world'?

Why is it difficult to agree on a definition of the 'developing world'? Origins of Development Studies. The persistence of ethnocentric views about the developing world. How to study the politics of developing countries?

Readings:

- Randall, Vicky: Chapter 1: "Changing Analytical Approaches to the Study of Politics in the Developing World", pp. 5-20.

Week 3 (September 21)

Modernization Theories of Development and Underdevelopment.

The capitalism-democracy correlation. Successes, failures, and resilience of these theories.

Readings:

- Desai, Radhika. Chapter 18: "Theories of Development", pp. 231-252.
- Fridell, Gavin. Chapter 21: "Free Trade, Fair Trade, and South-South Trade", pp. 288-307.

Week 4 (September 28)

The Dependency Approach to Development and Underdevelopment.

The capitalism-democracy (negative) correlation. Successes, failures, and persistence of the dependency perspective.

Readings:

- Harris, John. Chapter 24: "Development Theories", pp. 351-366.
- Note: Outline of research paper worth 5 percent due in class today.

Week 5 (October 5)

The colonial experience and its lingering impact on development.

Readings:

- Chiriyankandath, James. Chapter 2: "Colonialism and Post-Colonial Development", pp. 21-35.
- Allina, Eric. Chapter 17: "Imperialism and the Colonial Experience", pp. 213-230.

Week 6 (October 8-14). Mid-term recess. No class held this week.

Week 7 (October 19)

Explaining military intervention in the politics of developing countries.

Types of coup. Hegemonic crises. Assessing military regimes' development performance.

Readings:

- Taylor, David. Chapter 10: "Pakistan: Regime Change and Military Power", pp. 143-151.
- Sindre, Gyda Maras. Chapter 11: "Indonesia: Dynamics of Regime Change", pp. 152-161.
- Ferdinand, Peter. Chapter 13: "South Korea: Strong State, Successful Development", pp. 173-182.
- Wright, Stephen. Chapter 14: "Nigeria: Consolidating Democracy and Human Rights", pp. 183-191.

Week 8 (October 26)

Military regimes' legacy of violence and human rights abuses.

Readings:

- Suhrke, Astri; Torunn Wimpelmann, and Ingrid Samset. Chapter 6: "Violent Conflict and Intervention", pp. 82-95.
- Freeman, Michael. Chapter 9: "Human Rights", pp. 128-142.
- Tonnenssen, Liv. Chapter 16: "Sudan: Human Rights, Development, and Democracy", pp. 202-210.

Note: Research paper worth 30 percent of final grade due in class today. Attach all preliminary work. Include statement on plagiarism. Email electronic copy to:

gallequi@mcmaster.ca

Week 9 (November 2)

Building democratic politics in the Third World.

Bringing back Modernization Theories? Capitalism and Democracy. Pluralist Theories of Democracy. Democracy with Adjectives.

Readings:

- Persson, Anna. Chapter 5: "The Modern State: Characteristics, Capabilities, and Consequences", pp. 68-81.
- Rakner, Lise. Chapter 8: "Governance", pp. 111-127.
- Jourde, Cedric. Chapter 22. "Democracy", pp. 308-325.

Week 10 (November 9)

The Democratic transition in developing countries. Democratic Consolidation.

Readings:

- Rakner, Lise. Chapter 7: "Democratization and Regime Change", pp. 96-110.
- Schedler, Andrea. Chapter 12: Mexico: Transition to Civil War Democracy", pp. 162-171.
- Hira, Anil. Chapter 20. "State of the State: Does the State Have a Role in Development?", pp. 271-287.

Week 11 (November 16)

Women and Politics in Developing Countries:

From Exclusion to Participation. Assessment of women-led regimes' performance.

Readings:

- Randall, Vicky. Chapter 4: "Women and Gender", pp. 51-67.
- Tiessen, Rebecca, Jane Parpart, and Marianne H. Marchand. Chapter 19: "Gender and Development: Theoretical Contributions, International Commitments, and Global Campaigns", pp. 253-270.

Week 12 (November 23)

Persistent instability in the developing world and threats to democracy

Readings:

- Scarritt, James & Johanna K. Birnir. Chapter 3: "Ethnopolitics and Nationalism", pp. 36-30.

- Sieder, Rachel. Chapter 15: “Guatemala: Enduring Underdevelopment and Insecurity”, pp. 192-201.

Week 13 (November 30)

Course wrap: The State of the Art in Comparative Politics of Developing Countries. Review of final examination.

Course Policies

Submission of Assignments

Research Paper Instructions:

This assignment is worth 30 percent of the final mark. The essay should examine and discuss the chosen topic by using supplementary, primary and/or secondary, reading materials relevant to the argument. **It must not be based solely on required readings.** This assignment has two components, both of which will be reflected in the grade assigned to it: First, students must submit a written research question, problem statement, hypothesis, or argument, along with an outline by Friday September 28, 2018 for the instructor’s or teaching assistant’s approval. Suggested length of outline: 3 typed, double-spaced pages. On the same day, students must also submit an electronic copy of the outline (in Word format) at gallegui@mcmaster.ca. and the respective teaching assistant. Teaching assistants will read, comment, make suggestions and approve the chosen topic, and return the outline to students with the corresponding feedback within one week. This outline is worth five (5) percent of the assignment. Next, students must submit the fully edited final version of their research paper, **with all TA’s commented preliminary work attached to it,** by Friday October 26, 2018, in the classroom, at the beginning of the regular class. On the same day, a copy of the paper (in Word format) must be submitted electronically at gallegui@mcmaster.ca. and to the respective teaching assistant. Essays may be submitted early.

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 numbered; lines double-spaced; and wide margins (standard word processor format) left for comments.

The outline and final paper should 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.

Research Paper Topics

These are broadly stated, open-ended suggested topics for research, and should be addressed in a critical manner (i.e. not to be taken at face value). In the Research

Paper Outline due on Friday September 28, 2018 the following is expected: (1) Indicate which topic you have chosen for the research; (2) follow that by designing your own research question: state it first in the form of a question and then as a declaratory sentence in which you affirm the objectives of the research. Next, (3) indicate some of the preliminary evidence you have gathered that supports the research question; then, (4) list some of the probable causes that might explain the problem you are addressing; (5) lastly, provide a preliminary list of recent (no older than five years) academic sources (books, articles, reports) that will be used in the research. Include, as well, the statement on plagiarism. Wait for the instructor and/or teaching assistant's approval/feedback before embarking on the research and writing of this assignment.

Choose one of the topics listed below:

1. Western-style democracy, especially in its Anglo-Saxon version, is the most suitable political regime for societies undergoing a transition away from military, personalist, and/or one-party rule.
2. Western-style democracy was and continues to be alien to most Third World countries: they would be better off if they develop their own theories of democracy as well as their own ways of practising it.
3. Non-western rulers' opposition to Western-style democracy on the basis of claims of cultural relativism are in contradiction with their uncritical adoption of Western-style capitalist economics.
4. Pervasive political corruption is the main reason why democratic consolidation remains elusive in most developing countries.
5. Democratic politics in the developing world is just wishful thinking as long as entrenched capitalist-influenced economic and social policies increase the economic and social gap between the 'haves' and the 'have-nots'.
6. Democratic politics is weakened by the strong support that Western countries provide to developing countries' military institutions under the guise of the so-called War on Terrorism and/or Counterdrug War.
7. Democratic politics in Latin America is enhanced by the electoral victories of left-of-centre political parties committed to reducing economic and social inequality while enhancing respect for human rights.
8. Globalization processes taking place in developing countries have firmly confirmed their peoples' beliefs that the economic, social, and political future is not in their hands, with the corresponding loss of popular sovereignty to unelected transnational bureaucratic organizations.
9. Religious beliefs and practices of a 'fundamentalist' nature might be in strong opposition to the development of a democratic culture in developing countries.

10. The manipulation of ethnic divisions by domestic and outside interests continues the long colonial “divide and rule” dictum that fosters conflict and violence in the developing world.
11. Governments led by female politicians have not made a significant progress in advancing women’s rights in the developing world.
12. Political parties in developing countries have lost their ability to be the linkage between peoples and governments; instead, social movements with well-defined, but narrow, political objectives have come to occupy their place.
13. A re-ignited youth movement, coalescing behind demands for economic, social, educational, and political progress, can strengthen democracy in developing countries. Conversely, a politically indifferent youth reproduces the limitations of the democratic transition process.
14. The development of a growing individualist culture does not augur well for the consolidation of democracy in developing countries.
15. African governments’ ongoing military arrangements with the USA military establishment risk repeating the Latin American experience of institutional modernization and professionalization that caused greater military intervention in political affairs.
16. The failure of the so-called ‘Arab Spring’ can be attributed to (a) lack of experience by the newly elected civilian governments; (2) excessive popular demands that new governments could not meet; (3) resilience of old undemocratic institutions, (4) a divided social movement, and (5) Western and Arab geopolitical interests.
17. Africa’s newly found democracy is threatened by the emergence of a new wealthy class that further entrenches economic and social equality.
18. The rise of indigenous activism in Latin America continues to be met with opposition by vested economic interests, governments, and the general population.
19. Women’s access to political decision-making in developing countries has accomplished little in improving women’s economic, social, and political equality.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
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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

- Missed mid-term examination will be re-scheduled only in case of medical reasons. A Dr.'s note will be verified for authenticity. No make-up examinations will be held after two weeks from the missed test. Students who miss this mid-term examination will be assigned a Zero grade.
- Penalty for papers submitted after the due date will be one sub-letter grade deduction for each 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. A Dr.'s note will be verified for authenticity. Grades 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. Other courses' assignments, and a student's other responsibilities do not qualify as legitimate excuses. Teaching Assistants cannot grant an extension.
- No accommodation will be granted for students who did not attend regular tutorials.

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 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 see 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.

NOTE: In addition to a hard copy, students must submit assigned work electronically at gallegui@mcmaster.ca. Each written submission and assignment must also 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.