

POLITICS OF THE DEVELOPING WORLD

FALL 2019

Instructor: Nivaldo Galleguillos
Email: gallegui@mcmaster.ca
Lecture: Wednesdays 4:30-6:20 pm
Room: BSB 119

Office: KTH 542
Office Hours: Wed: 2:00-4:00 pm

Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation – Overview	4
Course Evaluation – Details	4
1. Mid-term examination (30%), Wednesday, October 23, 2019.....	4
2. Research paper (30%) due Wednesday, November 6, 2019.....	4
3. Final examination (30%), December examination period.....	4
4. Tutorial participation (10%)	4
Weekly Course Schedule and Required Readings	5
Week 1 (September 4).....	5
Week 2 (September 11).....	5
Week 3 (September 18).....	5
Week 4 (September 25).....	5
Week 5 (October 2)	6
Week 6 (October 9)	6
Week 7 (October 16)	6
Week 8 (October 23)	6
Week 9 (October 30)	6
Week 10 (November 6).....	7
Week 11 (November 13).....	7
Week 12 (November 20).....	7
Week 13 (November 27).....	8
Week 14 (December 4).....	8

Course Policies	8
Submission of Assignments.....	8
Grades.....	11
Late Assignments	11
Absences, Missed Work, Illness	12
Avenue to Learn	12
Turnitin.com.....	12
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)	13
University Policies	13
Academic Integrity Statement.....	13
Academic Accommodation of Students with Disabilities.....	14
Faculty of Social Sciences E-mail Communication Policy	14
Course Modification.....	14

Course Description

Politics in today's developing world challenges the so-called 'path dependency' approach which claims that failure rather than success is to be expected as the normal state of affairs in Africa, Asia, and Latin America. Developing World societies are progressing steadily, even if their domestic politics remain dependent on seemingly unavoidable external factors. This second-year, lecture course, introduces students to a critical understanding of the complex ways in which peoples do politics in regions of the world previously known as 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. Its aim is 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 in order 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" or conventional views.

Required Materials and Texts

The following textbook is available at the 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 weekly 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 in-class examination, worth 30 percent of course grade, held on Wednesday, October 23, 2019.
2. Research paper, worth 30 percent of course grade, due Wednesday, November 6, 2019, 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

1. Mid-term examination (30%), Wednesday, October 23, 2019.

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, 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 III 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.

2. Research paper (30%) due Wednesday, November 6, 2019.

A research paper worth 30 percent of the course grade, due on Wednesday, November 6, 2019 at the beginning of the regular class. Instructions for the paper appear on **Course Policies. Submission of Assignments** below (pp. 8-11)

3. 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 III 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. The examination is cumulative.

4. Tutorial participation (10%)

A student's participation involves regular attendance to tutorials, and an active engagement in the discussion of required readings and instructor's lectures, or assignments given by teaching assistants. Grade for tutorial participation is given by the teaching assistant but final grade is at the instructor's discretion.

Weekly Course Schedule and Required Readings

Week 1 (September 4)

Course Explanation.

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 11)

Course Introduction: What is the 'developing world'? What is Politics?

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 18)

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 25)

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.

Assignment Note: Outline of research paper worth 5 percent is due in class today along with electronic copy (Word format) and statement on plagiarism.

Week 5 (October 2)

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 9)

Explaining military intervention in the politics of developing countries.

Types of coup. Hegemonic crises. Foreign intervention. 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 7 (October 16)

Mid-term recess. No class held this week.

Week 8 (October 23)

Mid-Term in-class examination worth 30 % of course grade

Week 9 (October 30)

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.

Week 10 (November 6)

Building democratic politics in the Third World.

Democratic Transitions. 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.

Assignment note: Final version of research paper (worth 30 %) is due today, in class. An electronic copy (in Word format) must be sent as well to the TA and Instructor at the same time (at gallegui@mcmaster.ca). A signed statement on plagiarism must be included, along with all preliminary work. Penalties for late submissions apply.

Week 11 (November 13)

The Democratic transition in developing countries.

Democratic Consolidation. Progression and Regression.

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 12 (November 20)

Women and Politics in Developing Countries:

From Exclusion to Participation to Leadership. Assessing 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 13 (November 27)

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 14 (December 4)

Course wrap up:

The State of the Art in Comparative Politics of Developing Countries.

Review of final examination.

Lecture by the Instructor.

Course Policies

Submission of Assignments

Research Paper Instructions:

This assignment is worth 30 percent of the course final grade. 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 Research Proposal that includes the problem statement, hypothesis, or argument; and a preliminary bibliography along with an Outline by Wednesday September 25, 2019 at the beginning of the regular class lecture. Suggested length of research proposal: 3 typed, double-spaced pages. On the same day, students must also submit an electronic copy of the research proposal (in Word format) at gallequi@mcmaster.ca. and the respective teaching assistant. Teaching assistants will read, comment, make suggestions, and approve the chosen topic, and return the assignment to students with the corresponding feedback within one week. No topic other than the ones listed here will be allowed. This research proposal is worth five (5) percent of the assignment. Second, students must submit the fully edited final version of their research paper, along with all TA's, or Instructor's commented preliminary work attached to it, by Wednesday November 6, 2019, 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 research proposal outline and the final paper must 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 Wednesday September 25, 2019 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; (3) indicate some of the preliminary evidence you have gathered that supports the research question; (4) list some of the probable causes that might explain the problem you are addressing; (5) 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. No other topics are allowed.

Choose one of the topics listed below:

1. Western-style democracy, especially in its Anglo-Saxon version, might be the most suitable political regime for societies undergoing a transition away from military, personalist, and/or one-party rule, or not.
2. Western-style democracy was and continues to be alien to most Third World countries, i.e. 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 appears to be in contradiction with their uncritical adoption of Western-style capitalist economics, consumerism, religion, and lifestyles.
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 economic and social policies embedded in the new globalization paradigm 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 equality in the developing world. Rather, women's access to political decision-making in developing countries has accomplished little in terms of improving women's economic, social, and political demands.
12. Political parties in developing countries have lost the 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 equality, 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 brought 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 democratically newly elected 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 governments' geopolitical interests.
17. African countries' current democratic development is threatened by the consolidation of a new wealthy class which further entrenches economic and social inequality inimical to democracy.
18. The rise of indigenous activism in Latin America, with their demands for cultural recognition and territorial sovereignty, continues to be met with opposition by vested economic interests, governments, and the general population at large.

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

- The missed mid-term examination will be re-scheduled only in case of medical reasons or an exceptional emergency situation (at the Instructor's discretion). 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 make-up examination will be assigned a Zero grade. All requests for a make-up examination must be made to the Instructor in person immediately after the missed examination.
- Papers submitted after the due date will be penalized with 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 failed to attend regular tutorials. Tutorial grades are only recommended by teaching assistants; the final grade for tutorial participation is at the Instructor's discretion.

Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work". The McMaster Student Absence Form (MSAF) 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 Avenue to Learn will be used to post notices, course materials, and otherwise communicate with the class as a whole. 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 discuss them with the course instructor or UTS (University Technological Services).

Turnitin.com

In this course a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work will be used. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or

Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subjected to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more information please refer to the [Turnitin.com Policy](#).

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

University Policies

Academic Integrity Statement

Students are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials students 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 behaviour 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 the student's 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

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.
- **NOTE:** In addition to a hard copy, students must submit assignments (i.e. research proposal/outline and final version of paper) 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.