



Faculty of Social Sciences

Department of Political Science

Course Number: POLI 3P43

Term: Winter 2022

Course Title: Politics in the Developing World

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Office Location: Plaza 352

Office Hours: Mondays 11:00 AM-12:00 PM, or online by appointment

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Lecture

Mondays 9:00-11:00

Room: GSB308

Seminars

Sem 1: Wednesdays 10:00-11:00

Room: MCD301

Sem 2: Fridays 11:00-12:00

Room: MCC300

The developing world has undergone profound political, social, and economic transformations in the last three decades. Although many developing countries remain under authoritarian regimes, a large number of states in Africa, Asia, and Latin America are now electoral democracies. While developing societies generally have high levels of poverty and inequality, some states have experienced unprecedented economic growth accompanied by improvements to standard of living. Developing countries also demonstrate considerable variation when it comes to social policy; some have made significant progress when it comes to the status of women and minority rights, while others have seen little change. Yet, hundreds of millions of people who live in the developing world remain unsatisfied with the poor democratic and economic performance of their societies.

This course introduces students to a critical understanding of politics in the developing world, sometimes known as the Global South, and previously called the Third World. From a comparative perspective, the course examines the historical, economic, social, and cultural factors that have shaped politics in Africa, Asia, and Latin America. It helps students to better understand developing societies from a more nuanced and enlightened perspective. We will consider the changing nature of politics in developing countries in recent years. Topics will

include development and underdevelopment, democracy and authoritarianism, state capacity and institutions, political violence and instability, gender and human rights, social movements, foreign aid and investment, the rise of China and other non-Western emerging powers, and the shifting global power dynamic. Comparisons to Canada and other developed states will enhance our understanding of the key themes.

Course format: 3P43 is designated as an in-person course. However, Brock has mandated that the first few weeks of the Winter 2022 semester will take place online due to the evolving pandemic situation. The lecture and seminars will take place over Zoom for as long as we are online. Links will be available on Sakai. During the time we are online, we will have to do our best to create a dynamic learning environment through distance learning. This means that students are expected to turn on their cameras, particularly during seminars. For now, in person courses are expected to resume the week of January 31, although this could change and students will be advised accordingly.

Learning outcomes:

Upon completing this course, students should be able to:

- Understand the complexities politics in the developing world in a balanced and nuanced way.
- Understand and explain the unique challenges of policymaking in developing countries.
- Critically assess and compare institutions, political processes, and public policies in one or more countries.
- Critically and knowledgeably discuss issues related to politics in the developing world and communicate effectively.

Required Text:

Burnell, Peter, Randall, Vicky and Rakner, Lise. *Politics in the Developing World*, 5th edition, Oxford University Press, 2017.

Opportunities to demonstrate learning:

Opportunity	Weight	Deadline
Seminar participation	20%	Every week
Comparative case study	15%	Varies (see below)
Research proposal	10%	February 28
Research project	30%	March 28
Final Exam	25%	TBA

Participation (20%)

The participation component of your grade is based primarily on the quality of your contributions to the weekly seminars beginning the week of January 17. You will generally be given a question or scenario each week to enhance your understanding of the material and to promote discussion. You are expected to complete each week's required readings in advance

and contribute actively to seminar discussions and activities. It is your responsibility to account for any absences, as unexplained absences will be taken into account in calculating the seminar participation grade. A quality contribution to the discussion entails: a) making thoughtful and relevant comments in the context of the discussion and the question/scenario provided each week; b) demonstrating that you have done the readings (particularly the Seminar reading) by drawing on them to support your engagement in the discussion; c) being courteous to your classmates and respectful of opposing viewpoints; d) not sitting quietly; and e) having your camera on during seminars. Students who participate during the lectures (by responding to questions, providing perspectives, etc.) will receive additional points. Feedback and a tentative grade will be provided to students by February 18. **Note:** Brock has mandated that the first few weeks of the semester will take place online. In order to support a dynamic learning environment, **students are expected to have their cameras turned on**. Active engagement cannot take place, and participation cannot be adequately assessed, when nobody can see each other. Once we return to in-person learning, to ensure the safety of everyone involved in the seminar, students who feel unwell should stay home and let their seminar leader know.

Comparative case study (15%), dates will vary

In teams of 2, students will present a case study on a topic of interest during the weekly lecture. You can choose from the case studies cited in this lesson plan starting the week of February 7. The presentation should last approximately 15 minutes. It should be accompanied by a one-page handout that summarizes the key points of your comparison and which must be submitted prior to the start of the lecture during which the cases are presented. The purpose of presenting case studies is to "bring to life" the topics we are studying. You should therefore familiarize yourself with the details of your case (context, actors involved, events, etc.) and take a critical look at them. More details will be provided in a separate document on Sakai, and students are encouraged to consult with the professor regarding the content.

Research Proposal (10%), February 28

The purpose of a proposal is to provide you with feedback during the preparation of your research essay. The proposal is also intended to assist you in selecting your essay topic, formulating your research question, locating sources and organizing your ideas in a timely fashion. Research proposals should be about 2 double-spaced pages (not including bibliography). Proposals should: a) identify your research question; b) outline what other scholars have said or found on the topic; c) outline your basic argument; and d) provide an overview of how you intend to answer the research question (i.e. what kinds of data you will need to look at). You should also attach a proposed bibliography to your proposal.

Comparative Research Project (30%), March 28

The research project will consist of comparing a particular policy area of interest (development, anti-poverty, environmental protection, migration, women's rights, etc.) across two developing countries from the perspective of a particular group of actors (international aid agency, NGO, social movement organization, etc.). Your research will consist of determining how your two countries have addressed the chosen issue, comparing the relative success or failure of both countries' approaches, and developing your own recommendations. More detailed instructions will be provided in a separate document posted on Sakai. Reports

should be about 8-10 pages (double-spaced) in length. You can use a variety of sources (newspapers, government documents, NGO reports, etc.) but you are required to consult a minimum of five academic sources (peer-reviewed articles in academic journals or books from academic publishers) beyond the textbook and seminar readings.

Final Exam (25%)

A final exam will be scheduled at the end of the course. The exam will be based on weekly lectures, assigned readings, and seminar topics. You will be well prepared for the exam if you **attend lectures and seminars and do the weekly readings.**

Lecture schedule

January 10: Introduction and Overview

- **Introduction and overview of the course**
- **Defining the developing world/the Global South**

Reading: *Politics in the Developing World*, Introduction, pp. 1-7 and Ch. 2, Colonialism and Post-Colonial Development

January 17: The Developing World's Place in the Global Power Structure

- **The impact of colonialism**
- **Bretton Woods, International financial institutions (IFIs) and “free” trade**
- **The poverty trap**
- **Imposed regime change**
- **Comparative case study: Imposed regime change in Iraq, Afghanistan, Venezuela**

Reading: *Politics in the Developing World*, Chapter 4, The Developing World in the Global Economy

Seminar reading: Ismi, Asad. 2004. *Impoverishing a Continent: The World Bank and the IMF in Africa*. Ottawa: Canadian Centre for Policy Alternatives.

January 24: Development and Human Security

- **Economic growth and human development paradigms**
- **Human security**
- **Indigenous conceptions of development**
- **Sustainable development**
- **Political and democratic development**
- **Comparative case studies: Human development in Qatar, Ethiopia and Bolivia**

Seminar Reading: Chiappero-Martinetti, von Jacobi, and Signorelli. Human Development and Economic Growth in *Palgrave Dictionary of Emerging Markets and Transition Economics*.

January 31: Explanations for Development and Underdevelopment

- **Modernization theory**
- **Dependency theory**
- **Globalization theory**
- **World system theory**
- **Comparative case study: Economic development in S. Korea, Brazil & Rwanda**

Seminar Reading: Reyes, G. E. (2001). Four main theories of development: modernization, dependency, word-system, and globalization. Nómadas. *Revista Crítica de Ciencias Sociales y Jurídicas*, 4(2), 109-124.

February 7: States and Institutions

- **State capacity and autonomy**
- **Formal and informal institutions in the developing world**
- **Political and bureaucratic corruption**
- **Failed states and state collapse**
- **Comparative case study: State stability in Somalia, Mexico and Ghana**

Reading: *Politics in the Developing World*, Ch. 3, Institutional Perspectives and Ch. 12, The Modern State: Characteristics, Capabilities, and Consequences.

Seminar Reading: Rotberg, R. I. 2003. Failed states, collapsed states, weak states: Causes and indicators. In *State failure and state weakness in a time of terror*, pp. 1-25.

February 14: Democracy and Authoritarianism

- **Political regime types**
- **Democratic consolidation and challenges**
- **Economic vs. cultural explanations**
- **Comparative case study: China, Mongolia and Taiwan**

Readings: *Politics in the Developing World*, Chapter 14, Democratization and Regime Change and Ch. 25, Nigeria: Consolidating Democracy and Human Rights

Seminar reading: Enterline, A. J., & Greig, J. M. (2008). Against all odds? The history of imposed democracy and the future of Iraq and Afghanistan. *Foreign Policy Analysis*, 4(4), 321-347.

February 21: Reading Week – No Class Scheduled

February 28: Violence and Conflict

- **Political violence and instability**
- **Ethnic and nationalist conflicts**
- **Criminal violence and cartels**
- **Comparative case study: Political violence in Syria, Sudan, and Colombia**

Reading: *Politics in the Developing World*, Chapter 13, Violent Conflict and Intervention and Chapter 27, Sudan: Human Rights, Development and Democracy

Seminar Reading: Von Holdt, K. (2013). South Africa: the transition to violent democracy. *Review of African Political Economy*, 40(138), 589-604.

March 7: Civil Society and Citizen Participation

- **Civil society and the state**
- **Participatory democracy**
- **Participatory development**
- **Institutions of citizen participation: strengths and weaknesses**
- **Comparative case study: Participatory democracy in Bolivia, India, Kenya**

Reading: *Politics in the Developing World*, Chapter x

Seminar Reading: Lupien, P. 2018. Participatory Democracy and Ethnic Minorities: Opening Inclusive New Spaces or Reproducing Inequalities? *Democratization*. 25(7): 1251-1269.

March 14: Resistance and Revolution

- **Social movements: why and how they develop**
- **Resistance and revolution**
- **The role of social media in protest and resistance**
- **Comparative case studies: FARC (Colombia), Umbrella Movement (Hong Kong), the Arab Spring**

Reading: *Politics in the Developing World*, Chapter 11, Social Movements and Alternative Politics

Seminar Reading: Wolfsfeld, G., Segev, E., & Sheaffer, T. (2013). Social media and the Arab Spring: Politics comes first. *The International Journal of Press/Politics*, 18(2), 115-137.

March 21: Human Rights

- **Human rights**
- **Women's rights in patriarchal societies**
- **Ethnopolitics and minority rights**
- **LGBT rights in developing societies**
- **Comparative case study: LGBT rights in Botswana, Côte d'Ivoire, and Uganda**

Reading: *Politics in the Developing World*, Chapter 18, Human Rights and Ch. 9, Women and Gender

Seminar Reading: Okedele, A. (2021). Women, quotas, and affirmative action policies in Africa. *The Palgrave Handbook of African Women's Studies*, 449-463.

March 28: International Development and Foreign Aid

- **The foreign aid debate**
- **From humanitarian to development aid**
- **Alternatives to aid: foreign direct investment, social enterprise, microfinance**
- **South-South development**
- **Comparative case studies: Aid and alternatives in Nigeria, Ghana, Bangladesh**

Seminar Reading: Alexander, C. 2019. Foreign aid: less about helping poor countries than maintaining a power imbalance, *The Conversation*.

April 4: The Developing World and the Shifting Global Balance of Power

- **The BRICS and other emerging powers**
- **China's role in Africa**
- **The decline of Western power?**
- **Comparative case studies: China, India, and South Africa in the global power structure**

Reading: *Politics in the Developing World*, Chapter 5, The Developing World in International Politics and Ch. 30, India's Development Partnerships in the 21st Century

Seminar Reading: Wang, F. L., & Elliot, E. A. (2014). China in Africa: presence, perceptions and prospects. *Journal of Contemporary China*, 23(90), 1012-1032.

Late Submission Policy:

The penalties for late submission of assigned coursework (e.g., papers, assignments, weekly reflections) are 2% per day and 5% over the weekend, unless accommodations are required.

COMPASSIONATE MEDICAL ABSENCES:

If you require academic consideration because of an incapacitating medical condition, please inform your instructor(s), as soon as possible, of your inability to complete your work. Given our challenging times related to COVID-19, requests for extensions on assignments due to illness or caring for others with illness will be given case by case consideration for extensions. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the [Faculty Handbook III:9.4.1](#).

Relationship between attendance and grades:

Students are expected to attend all classes and must submit all assignments in order to pass this course.

Important dates: (check the section on sessional or important dates in the relevant online University calendar at <http://brocku.ca/webcal/>)

March 4, 2021 is the date for withdrawal from the course without academic penalty.

February 25 is the date you will be notified of 15% of your course grade.

February 21-25 is/are the scheduled reading week(s).

Academic Policies

Academic Integrity:

Statement for undergraduate courses

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties. Information on what constitutes academic integrity is available at <https://brocku.ca/academic-integrity/>

Plagiarism software:

If plagiarism software is used (Turnitin.com), a statement to that effect must be included on the outline including an option to opt out.

Sample statement regarding Turnitin.com

This course may use Turnitin.com, phrase-matching software. If you object to uploading your assignments to Turnitin.com for any reason, please notify the instructor to discuss alternative submissions.

Intellectual Property Notice:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

Special Accommodation:

The University is committed to fostering an inclusive and supportive environment for all students and will adhere to the Human Rights principles that ensure respect for dignity, individualized accommodation, inclusion and full participation. The University provides a wide range of resources to assist students, as follows:

- a) If you require academic accommodation because of a disability or an ongoing health or mental health condition, please contact Student Accessibility Services at askSAS@brocku.ca or 905 688 5550 ext. 3240.
- b) If you require academic accommodation because of an incapacitating medical condition, you must, as soon as practicable, inform your instructor(s) of your inability to complete your academic work. You must also submit a Brock University Student Medical Certificate (found at <https://brocku.ca/registrar/toolkit/forms>). The University may, at its discretion, request more detailed documentation in certain cases. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the [Faculty Handbook III:9.4.1](#).
- c) If you are experiencing mental health concerns, contact the Student Wellness and Accessibility Centre. *Good2Talk* is a service specifically for post-secondary students, available 24/7, 365 days a year, and provides anonymous assistance: <http://www.good2talk.ca/> or call **1-866-925-5454**. For information on wellness, coping and resiliency, visit: <https://brocku.ca/mental-health/>
- d) If you require academic accommodation on religious grounds, you should make a formal, written request to your instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist.
- e) If you have been affected by sexual violence, the Human Rights & Equity Office offers support, information, reasonable accommodations, and resources through the Sexual Violence

Support & Education Coordinator. For information on sexual violence, visit [Brock's Sexual Assault and Harassment Policy](#) or contact the Sexual Violence Support & Response Coordinator at humanrights@brocku.ca or 905 688 5550 ext. 4387.

f) If you feel you have experienced discrimination or harassment on any of the above grounds, including racial, gender or other forms of discrimination, contact the Human Rights and Equity Office at humanrights@brocku.ca.

COVID 19 and related policies

Brock University has a mask mandate in place. All students who attend lectures and seminars in person are required to wear a mask at all times unless they have obtained a written exemption. An instructor who notices that a student is unmasked may make a general announcement reminding students of the masking policy. An instructor may also ask the particular student who is unmasked to abide by the policy once they have ascertained that that student does not have an approved exemption. If neither of these options remedies the problem, an instructor may refuse to continue with the class until the student complies or may ask the student to leave. If need be, the instructor may avail themselves of campus security.