

*Brock University*  
**POLI 3P43: Politics in the Developing World**  
*Fall/Winter 2017-18*

**Prof: N. Stefureak**

**Office Hours: TBA**

**Office: Plaza 346, Ext. 5417**

[nstefureak@brocku.ca](mailto:nstefureak@brocku.ca)

**COURSE DESCRIPTION**

World politics in the 21st century is infused with concepts of global interdependence, both political and economic. Nonetheless, a distinct schism continues to sharply distinguish “western society” from “the rest” of the world, and perpetuates varying levels of development between and within the industrialized and developing worlds. This course examines the political, social and economic challenges and realities which define countries in Africa, Asia, Latin America and the Middle East. Students will be encouraged to understand the structural dynamics behind development, and to critically assess the various theories which have proposed to address economic and political mal-distribution in the past, and which attempt to contemporarily do so. Some critical issues to be explored are democratization, human rights, women and gender, ethnopolitics, conflict, and human security; the efficacy of aid initiatives will also be assessed as we compare and contrast the perspectives of donors, international organizations, non-governmental organizations and recipient states. Finally, students will be urged to observe the human stories which punctuate the discourse within and about the developing world, in order to both grasp the short-comings which continue to plague international development initiatives, and to realize the evident limitations of global capitalism and interdependence.

**LEARNING OBJECTIVES/OUTCOMES**

Students will be encouraged to engage in comparative analysis through evaluations of the strengths and weaknesses which account for a state's developmental trajectory. Students will also come away with the understanding that state development is not linear, and will thus acquire a heightened capacity to perceive possible future trends in development realities and policy.

## **TEXTS**

*This text is required and can be located in the University Bookstore.*

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

## **ASSIGNMENTS**

### **Development Assessment Brief: 15%**

Using the case studies provided in the Burnell et al. text (Parts 5 to 8, pg. 289 onward), choose one country and assess the effectiveness of the initiatives undertaken to promote development in that particular state. Your assessment should:

- a) Briefly outline the relevant challenge(s) faced by the case country
- b) Assess the efficacy of the policies undertaken to promote targeted development
- c) Speculate on the future success of the case country
  - Use current events to inform your concluding position
  - 5 page minimum, 10 page maximum
  - Further details to be provided in class

***Due Date: February 27 in lecture AND submitted on SAKAI - turnitin will be used.***

### **Research Paper: 30%**

10 – 12 page research topic on a critical issue in the developing world. Topics will be distributed in class.

***Due Date: April 3 in lecture AND submitted on SAKAI - turnitin will be used.***

### **Seminar Presentation: 5%**

Each student is responsible for leading one seminar. Students are required to incorporate outside material into their seminar leadership (news article, video, etc.).

### **Seminar Participation: 20%**

Students will be graded at the conclusion of each individual seminar. Quality of the discussion contribution, rather than quantity will determine the grade each student receives. Students are encouraged to approach their seminar instructor to ascertain their progress throughout the duration of the course. Grading criteria are attached to the seminar topics included within this

course outline.

**Final Exam: 30%**

## **LECTURE TOPICS AND READINGS**

### **A. Introduction to the Developing World**

*Week of:*

**January 8:** Introduction to the Course  
Defining the Developing World: The “West” and “the Rest”

*Readings:* Burnell et al., Chapters 1 and 3

**January 15:** Defining Human Development  
Extending the Development Concept: Beyond Economic Development

*Readings:* Burnell et al., Chapters 4 and 5

### **B. The International Context of Underdevelopment**

**January 22:** The Impact of Colonialism on the Developing World

*Readings:* Burnell et al., Chapter 2

**January 29:** Modernization and Dependency: “Explaining” Underdevelopment  
Neocolonialism and Global Interdependence

*Readings:* No readings

**February 5:** Western Initiatives: Bretton Woods, Foreign Aid and Economic Equality

*Readings:* Burnell et al., Chapter 6

### **C. The Domestic Context and Conditions of Underdevelopment**

**February 12:** Identity and the State

## Nationalism, Culture and Ethnopolitics

*Readings:* Burnell et al., Chapters 7 and 8

**February 19 - 23:** ***READING WEEK***

**February 26:** Women and the Developing World  
Issues, Challenges, Politics and Participation

*Readings:* Burnell et al., Chapter 9

**March 5:** Towards Development: Trade and Economic Reform  
Debt, Labour and Transnational Trade

*Readings:* Burnell et al., Chapter 16

**March 12:** Political Institutions, Governance and Transition  
From Dictatorship to Democracy

*Readings:* Burnell et al., Chapters 12, 14 and 15

### **D. Critical Contemporary Challenges**

**March 19:** Violence and State Failure  
Conflict, Human Security and Human Rights

*Readings:* Burnell et al., Chapters 13 and 18

**March 26:** The Environment and Development  
Sustainable Development in Practice

*Readings:* Burnell et al., Chapter 17

**April 2:** Civil Society  
The Future of Development

*Readings:* Burnell et al., Chapter 10 and 11

**April 9:** Exam Review

## **SEMINAR SCHEDULE**

*Week of:*

**January 8:** NO SEMINARS

**January 15:** **Intro and Understanding the Developing World**  
*Be prepared to choose the date of your seminar presentation.*

*Reading:* Krishna, Anirudh, "The Mixed News on Poverty", *Current History*, January 2013, pg. 20-25.

"The Gates Report: Generation Games", *The Economist*, September 16, 2017.

*Fuel for thought ideas/questions:*

- ↪ Consider the linkages between health, education and poverty, especially in an intergenerational context.
- ↪ How do geographical and demographical considerations factor into levels of development?

**January 22:** **Beyond Economic Development**

*Reading:* Kenny, Charles, "Best. Decade. Ever." *Foreign Policy*, September/October 2010.  
McArthur, John W., "Own the Goals: What the Millennium Development Goals Have Accomplished", *Foreign Affairs*, March/April 2013.

"Cuba's Economy: Slim Pickings", *The Economist*, September 30, 2017.

*Fuel for thought:*

- ↪ Address Kenny's optimism regarding gains made by the developing world in the 21<sup>st</sup> century. Do you agree?
- ↪ What are the limitations associated with defining development purely in economic terms?

**January 29:** **The Developing World in a Globalized Setting**

*Reading:* Prasad, Eswar S., "Role Reversal", *Finance and Development*, December 2011.  
Birdsall, Nancy and Fukuyama, Francis, "The Post-Washington Consensus", *Foreign Affairs*, March/April 2011.

*Fuel for thought:*

- Consider the primary production traps from which most developing countries seem unable to break free. How does this perpetuate cycles of impoverishment and underdevelopment?
- Discuss some pre-requisites for industrial development.

### **February 5: Linking Development and Democracy**

*Reading:* Inglehart, Ronald and Welzel, Christian, "How Development Leads to Democracy", *Foreign Affairs*, March/April 2009.

Kupchan, Charles A., "The Democratic Malaise", *Foreign Affairs*, January/February 2012.

*Fuel for thought:*

- Consider the relationship between high levels of economic development and popular democratic expression.
- Discuss Kupchan's "crisis of governability". To what extent do you agree that globalization is undermining the capability of western governments to respond to the demands of their citizens?

### **February 12: Defining the Relationship Between the West and "the Rest"**

*Reading:* Castaneda, Jorge G., "Not Ready for Prime Time: Why Including Emerging Powers at the Helm Would Hurt Global Governance", *Foreign Affairs*, September/October 2010.

Ayres, Alyssa, "Will India Start Acting Like a Global Power?", *Foreign Affairs*, November/December 2017.

*Fuel for thought:*

- Does Castaneda's argument have merit or is it unnecessarily exclusionary?
- Should India take on a more significant role with respect to international governance?

### **STUDY WEEK: February 19-23**

### **February 26: The Politics of Identity – Culture, Nationalism and Religion**

*Reading:* Villalon, Leonardo A., "Between Democracy and Militancy: Islam in Africa", *Current History*, May 2012.

Chatty, Dawn, "How Syria's Neighbor's Have Treated its Refugees", *Current History*, December 2017.

*Fuel for thought:*

- ↪ Discuss the compatibility of Islamist politics and democratization.
- ↪ Consider any linkages between ethnopolitical movement/expression and levels of development.
- ↪ Islamic groups must be effectively integrated into their respective countries' political systems. Discuss.

**March 5: Women in the Developing World**

*Reading:* Kristof, Nicholas D. And WuDunn, Sheryl, "The Women's Crusade", *The New York Times Magazine*, August 23, 2009.

Coleman, Isobel, "The Global Glass Ceiling", *Foreign Affairs*, May/June 2010.

"Women's Rights: A Summer of Progress", *The Economist*, August 26, 2017.

"Women in South Asia: The Missing Middle", *The Economist*, February 25, 2017.

*Fuel for thought:*

- ↪ How does gender inequality reinforce cycles of impoverishment and thwart overall state development?

**March 12: Economic Security and Reform**

*Reading:* Kenny, Charles, "Haiti Doesn't Need Your Old T-Shirt", *Foreign Policy*, November 2011.

Keating, Joshua, "Please, Don't Send Food", *Foreign Policy*, July/August 2012.

Quadir, Izbal Z., "It's Economics, Stupid", *Harvard International Review*, Winter 2013.

Blattman, Christopher and Niehaus, Paul, "Show Them the Money", *Foreign Affairs*, May/June, 2014.

*Fuel for thought:*

- ↪ How can certain forms of foreign aid suppress (ironically) industrial development?
- ↪ Is social and political development an effect of commerce or a pre-condition for commercial activity?

**March 19: Democratization, Governance and Transition**

*Reading:* Kurlantzick, Joshua, "One Step Forward, Two Steps Back", *Foreign Policy*, March/April 2013.

"Rebooting Rwanda: A Conversation with Paul Kagame", *Foreign Affairs*, May/June 2014.

"Zimbabwe: The Man Who Wrecked a Country", *The Economist*, November 18, 2017.

*Fuel for thought:*

- Again, discuss the linkages between economic prosperity and democratic transition.
- Discuss the considerable challenges faced by Egypt (and other “Arab Spring” states) despite an arguably propitious revolutionary genesis.

**March 26: Conflict, Human Rights and Human Security**

*Reading:* Western, Jon and Goldstein, Joshua S., “Humanitarian Intervention Comes of Age”, *Foreign Affairs*, November/December 2011.

Encarnacion, Omar G., "Trump and the Retreat From Human Rights", *Current History*, November 2017.

Shifter, Michael, "Central America's Security Predicament", *Current History*, February 2011.

*Fuel for thought:*

- Consider the evidently selective approach to humanitarian assistance and intervention.
- What are the sources of Central America's endemic instability?

**April 2: Environmental Scarcity and Underdevelopment**

*Reading:* Brown, Lester, “The New Geopolitics of Food”, *Foreign Policy*, May/June 2011.

Klare, Michael T., "The End of Easy Everything", *Current History*, January 2012.

*Fuel for thought:*

- Discuss some of the hurdles faced by LDCs with respect to employing standards of environmental sustainability.

**Seminar Grading Criteria**

- Complete all assigned readings
- Ensure that you have a clear understanding of the main arguments; be prepared to offer relevant and informed analysis
- Ensure that your arguments are well-supported
- If you do not attend a seminar, you will receive a grade of zero for that seminar
- If you attend a seminar and do not participate, you will not receive a passing grade for that seminar
- You will be evaluated on quality rather than quantity of your participation



## **POLICY ON LATE ESSAYS**

The policy of the Department is that essays received by the instructor or deposited in the Political Science department essay box after 4:00 p.m. or at a time designated by the instructor, of the date on which they were due will be penalized **two percent** for each day late, including weekends, and that no paper will be accepted two weeks after the due date.

NOTE: Medical and other personal issues do periodically arise - extensions will be provided if the professor is provided with appropriate documentation.

### **Academic Policies**

#### **Academic Integrity:**

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.

#### **Plagiarism software:**

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.

#### **Academic Accommodation:**

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Student Accessibility Services in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

### **Academic Accommodation due to Religious Obligations:**

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

### **Medical Exemption Policy:**

The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. The Medical Certificate can be found at: <http://www.brocku.ca/health-services/policies/exemption>

## **Mental Health Support Services**

### **Confidential Personal Counselling on Campus**

- To make an appointment to see a counsellor call 905-688-5550 extension 4750 during regular
- office hours (8:30 - 12:00, 1:00 - 4:30) or visit the Student Development Centre (ST400)
- during office hours.
- <https://brocku.ca/personal-counselling>

**Student Justice Centre:** A space safe on campus that provides listening, support, and referral services. Services are available Monday through Friday 9:00-5:00 (TH252A) by appointment or drop in.

[www.brocksjc.ca](http://www.brocksjc.ca)

### **I.M. Well App**

The I.M. Well app aims to address the stigma surrounding mental wellness by connecting students to the appropriate services on campus and within the community. This is an educational tool that covers a wide variety of topics such as anxiety, depression, transition and addiction. This app also offers a 24/7 live chat with mental health professionals.

<https://play.google.com/store/apps/details?id=com.eapexpert.iamwell&hl=en>

<https://itunes.apple.com/ca/app/im-well/id1150435727?mt=8>

