

This course syllabus may be changed or modified by the instructor before and during the semester. Please use MyCourses to access the most recent document.

POLI227 Introduction to the Politics of Developing Areas
McGill University, Winter 2024 semester

Professor: Daniel Douek, PhD (daniel.douek@mcgill.ca)

Office Hours: Mondays and Wednesdays 2:30-3:30pm in Ferrier 460

Lectures: Mondays, Wednesdays, and Fridays 4:05-4:55PM in Leacock 132

*****From the week of 22 Jan. until the week of 1 April, TA Conferences will begin and lectures will be held on Mondays and Fridays only (no Wednesday lectures)*****

Course Description:

This Comparative Politics course is an introduction to the politics of the developing world, also known as the Global South or the Third World, which broadly includes the states and peoples of Africa, Asia and Latin America, the Caribbean, and the South Pacific. Most of the world's population lives there, yet since 1492, power globally has been concentrated in the hands of the wealthier, northern countries. The course is a comparative examination of the legacies of colonialism, the achievements of independence, and contemporary dynamics of political and socio-economic development in the Global South. Topics include modernization, dependency, state-building and national integration, revolution, regime change, and democratization.

Prerequisites: None. For this course, there is no expectation of prior knowledge of political science.

Course Delivery:

Lectures: The lectures for this course will be delivered in person. They will also be recorded, and the recordings will be made available via MyCourses.

Readings:

The course readings are in the textbook *Politics in the Developing World* (5th edition), by Burnell, Rakner, and Randall (Oxford University Press: 2017), available via the bookstore in hard copy and as an e-book. There are several other readings that will be posted on MyCourses. **The textbook is mandatory.**

Slides: In cases where lectures are accompanied by PowerPoint presentations, the **slides will be made available** to students via MyCourses for studying and clarification purposes.

Communication: Your Teaching Assistants are your first point of contact for the course, and you should direct questions to them first. However, the instructor can also be reached via email and during office hours. I will endeavour to respond to emails within 48 hours during weekdays (I'm often offline on weekends). If you have a lengthy question, please ask during office hours instead. Note that I will not be available to summarize readings or

tell you what you missed if you were absent. Please also bear in mind that even if you feel your situation is urgent, I may not reply right away. **Also, please be sure to consult this [handy guide to emailing your professor](#).**

Keep up with the news: You will get more out of any political science class if you keep up with current events. Reliable news sources include the Washington Post, BBC World, CBC, Financial Times, Al-Jazeera, Foreign Policy, New York Times, Globe and Mail, the Guardian, and the Economist. Many of these are accessible for free via the library.

Course Requirements and Assessment:

TA CONFERENCE PARTICIPATION (10%): TA Conferences are weekly discussion groups led by teaching assistants, which provide an interactive dimension to the class. Conferences begin the week of 22 January; last week of conferences is the week of 1 April. You must register for one on Minerva. **Note: if the conference section you were hoping to attend is full, please contact your TA directly, rather than the course instructor!** You'll be graded on both quality and quantity of participation.

This rubric explains the basic criteria for participation grades. Each factor will be taken into account in assigning grades. Please note that the quality of the contribution is as important as the frequency.

Grade	Discussion	Reading
9-10	Excellent –Student leads debates; offers original analysis and comments; uses assigned reading to back up arguments. Valuable comments in every conference.	Student clearly has done and understands virtually all the reading; intelligently uses this understanding in discussions.
7.5-8.5	Very Good –Student offers thoughtful comments for the most part; and is a willing, able and frequent contributor.	Student has done most readings; provides competent analysis of reading when prompted.
6.5-7	Good –student has basic grasp of key concepts; arguments are sporadic and at times incomplete or poorly supported.	Student displays familiarity with most reading, but tends not to analyze it or explore connections between different sources.
5.5-6	Fair –student’s remarks in class are marred by misunderstandings of key concepts; only occasionally offers comments or opinions.	Student’s actual knowledge of material is outweighed by improvised comments and remarks.
0-5	Poor –student rarely speaks, and recycles others’ comments when put on the spot to offer an opinion.	Student has little to no apparent familiarity with assigned material.

TAKE-HOME MIDTERM EXAM (20%): The midterm exam will be posted on Monday 12 February and due Friday 16 February. Format will be announced in class.

RESEARCH ESSAY (35%): The essay should be 10-12 double-spaced pages. Suggested topics will be posted on MyCourses on Friday 26 January. The essay is due on Friday 22 March. You are welcome to choose your own essay topic, but in that case, make sure to get your TA to approve the topic beforehand. I will post an essay-writing guide on MyCourses, which you should follow carefully, and which will contain information about how to choose a topic and organize your essay.

IN-PERSON TAKE-HOME FINAL EXAM (35%): To be scheduled by the University during the final exam period in April. Details TBA.

In order to calculate your final grade, all of the points you have received in the class and will be summed up and converted into letter grades using the following scale:

85-100 = A
80-84 = A-
75-79 = B+
70-74 = B
65-69 = B-
60-64 = C+
55-59 = C
50-54 = D
Below 50 = F

Scores of 0.5 and higher will be rounded up and scores of less than 0.5 round down. No exceptions will be made to the above system of converting points into letter grades.

Students who wish to contest a grade for an assignment or exam must do so in writing (by email, sent to the instructor) providing the reasoning behind their challenge to the grade received, within two weeks of the day on which the assignments are returned. The TA who graded the assignment will re-grade your assignment, and may raise or lower the grade. If you are still unsatisfied after the re-assessment, you can re-submit the assignment to the instructor (original copy with TA comments), along with your justification, who will then re-evaluate the paper, but also reserve the right to raise or lower the grade.

Late penalties. Assignments will be penalized 10% for every day late. Extensions on assignments are only open to those who can provide a valid medical/family reason.

Course and University Policies:

Academic Integrity: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures” (see [McGill’s guide to academic honesty](#) for more information).

Special Needs: As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate

to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009. **Students with disabilities** should register with the Office for Students with Disabilities and follow its procedures for obtaining assistance. If you need any assistance or modifications relating to disabilities, please come see me as early as possible in the semester and I will work with you and the Office for Students with Disabilities to accommodate your needs appropriately and fairly. Please remember that the OSD has no authority to approve changes to course assignment due dates or exam dates, to devise alternative assignments or waive course requirements. If you should have any reason to miss a substantial part of the course, or if you are unable to complete any course assignments or requirements for any reason, it is your responsibility to inform the Course Professor (and not just OSD or your TA) of your situation as soon as possible.

Language of Submission: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Course Evaluations: End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

Copyright of Lectures: All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. ***You are not permitted to disseminate or share these materials***; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

Note: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change. **The privilege of additional work will not be granted.**

Content warning: Please be aware that some of the course content, especially as it relates to various forms of violence and discrimination, may be disturbing for some students. This content has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this.

SCHEDULE OF COURSE READINGS

Week 1 (5 & 8 January): Introduction and Approaches

Textbook, Introduction and readings by Randall and Chiriyankandath, pp.1-43

Week 2 (10, 12, & 15 January): Political Economy and Inequality

Textbook, readings by Ahearne (Part I, Ch.4) and Pearce (Part II, Ch.6)

-Documentary Film: *Life and Debt*, 2001. Examines the impact of globalization on Jamaica's economy. Watch it [here](#) as an e-video via the McGill Library website. You will need to login.

Week 3 (17 & 19 January): The State and Civil Society

Textbook, readings by Persson (Part III, Ch.12) and Ottaway (Part II, Ch.10)

Week 4 (22 & 26 January): Ethnopolitics and Nationalism

Textbook, reading by Scarritt and Birnir (Part II, Ch.7)

Posner, Dan. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi" *American Political Science Review* 98 (4) November pp.529-545

TA Conferences Begin- We Stop Having Class on Wednesdays

Week 5 (29 Jan. & 2 February): Gender and Social Movements

Textbook, readings by Randall (Part II, Ch.9) and Gloppen (Part II, Ch.11)

Viterna, Jocelyn S. 2006. "Pushed, Pulled, and Persuaded: Explaining Women's Mobilization into the Salvadoran Guerilla Army" *American Journal of Sociology* Vol.112, No.1.

Week 6 (5 & 9 February): Democracy and Human Rights

Online: Reading by C. Jourde on Democracy

Textbook, readings by Rakner (Part III, Ch.15) and Freeman (Part IV, Ch.18)

Midterm Exam Posted 12 February, Due 16 February - No TA Conferences

Week 7: (12 & 16 February): Regime Change

Textbook, readings by Rakner (Part III, Ch.14) and Leenders (Part V, Ch.21)

Week 8: (19 & 23 February) Religion and Politics

Textbook, reading by Haynes (Part II, Ch.8)

Week 9 (26 Feb. & 1 March): Fragile vs. Strong States
Textbook, Part VI, Ch.22 and Ch.23

*******STUDY BREAK (4-8 Mar.) NO CLASS*******

Enjoy, relax.

Week 11 (11 & 15 March): Development and Human Rights
Textbook, Part VII, Ch.25 and Ch.26

Sen, Amartya. 1999. "Democracy as a Universal Value" *Journal of Democracy* Vol. 10 No. 3 pp.3-17

Week 12 (18 & 22 March): Political Violence I

Textbook, reading by Suhrke et al., (Part III, Ch.13)

TEDx Talk: Daniel Douek, "[How I Stumbled Upon the Truth at the Margins](#)" (2016)

Orkin, Mark. 1992. "Democracy Knows No Colour': Rationales for Guerrilla Involvement Among Black South Africans" *Journal of Southern African Studies* 18 (3) pp.643-669

Berkeley, Bill. 2001. *The Graves Are Not Yet Full: Race, Tribe, and Power in the Heart of Africa* (New York, NY: Basic Books) Ch.5, "The Collaborator" pp.143-193

*****Friday 22 March: Research Essays Due*****

Week 13 (25 & 29 March): Political Violence II

Arjona, Ana, and Stathis Kalyvas. 2012. "Recruitment into Armed Groups in Colombia: A Survey of Demobilized Fighters," in Yvan Guichaoua, ed., *Understanding Collective Political Violence* (New York: Palgrave MacMillan), pp.143-171

Moser, Caroline. 2004. "Urban Violence and Insecurity: An Introductory Roadmap" *Environment and Urbanization* 16 (October), pp.3-16

Week of 1 April: *Final Week of TA Conferences*****

Week 14

1 April: South-South Relations:

Textbook, Part VIII, Chapters 28 and 29

5 & 8 April: Development and Environment:

Textbook, readings by Addison and Newell (Part IV, Ch.16 and Ch.17)

McCoy, Terrence, and Raphael Alves. 2022. "[Death in the Forest: The Amazon Undone](#)" *Washington Post* (17 March)

Lakhani, Nina. 2020. "Who killed Berta Cáceres? Behind the brutal murder of an environment crusader" *The Guardian* (2 June)

12 April: Conclusion

*****Final Exam to be scheduled by the University during the Final Exam Period*****

More Resources for Students:

Equity Advisors in the Department of Political Science

In the context of ongoing efforts to promote **strong and sustainable departmental responses** to the issues of harassment and sexual misconduct, the Department of Political Science has appointed two professors to the position of **equity advisor**. The aim of this position is to work in cooperation with the chair and other members of the department to promote strengthened norms and practices in the department regarding **preventing and addressing harassment and sexual misconduct**. The equity advisors are available, individually or in tandem, to meet with colleagues and students to discuss questions relating to harassment, sexual misconduct, and related **equity concerns**, and will refer students and colleagues to the **relevant specialized services** and offices at McGill. They will promote awareness and application of policies and guidelines related to these issues in the department, including the Department of Political Science Guidelines on Relationships between Instructors and Students.

Our current equity officers are **Professor Kelly Gordon** (kelly.gordon2@mcgill.ca) and Professor **Will Roberts** (william.roberts3@mcgill.ca). Please feel free to reach out to either Professor Gordon or Professor Roberts with any concerns in relation to this issue.

Political Science Students' Association (PSSA):

The PSSA represents the students enrolled in major, minor, honours, and joint-honours undergraduate degrees in the department of political science at McGill University. They advocate for students' needs and concerns with the aim of **helping to promote students' experience and overall wellbeing**. The team offers many **involvement opportunities**, coordinates **academic and social events and services**, provides advising and student support, and **enhances the relationship** between students, staff, and administration as student liaisons. Office: Leacock 420. Facebook page:

<https://www.facebook.com/McGill.PSSA/>

Website: <https://www.mcgillpssa.ca>

Assessment and Re-Read Policy Department of Political Science

Liaison Librarian for Political Science

Need help doing research for a paper? Our very own library liaison, Hye-jin Juhn, is dedicated to helping you find the sources you need as well as providing you access to software and resources to help organize and simplify the process. They can be reached at hyejin.juhn@mcgill.ca 514-398-1087

-McLennan Library Building Additional Support: AUS Essay Centre 2

Further Student Support Resources

-The **Student Wellness Hub** offers activities and sessions remotely, available [here](#).

-Resources for **mental health support** during the campus closure can be found [here](#) (many are by phone or online and can be accessed from wherever you are).

-McGill **Student Services** are available to support you now. You can reach them [here](#).

Sexual Assault Centre of the McGill Students' Society (SACOMSS)

Office for Sexual Violence Response, Support, and Education (OSVRSE)

Peer Support Centre SSMU Walksafe / Drivesafe

McGill Students' Nightline On-Campus Resources / Off-Campus Resources - emotional support and psychological services - medical services - safety and security services (shelters)

*****McGill University is situated on the traditional territory of the [Kanien'kehà:ka](#), a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodians of the lands and waters on which we meet today.**