UNIVERSITY OF ALBERTA
POL S 240 - INTRODUCTION TO COMPARATIVE POLITICS: GLOBAL SOUTH
FALL 2014

TEACHING STAFF

Course Instructor
Jennifer HSU
Office Location: HM Tory Building 12-12
Email: jhsu@ualberta.ca
Office Hours: Tuesdays 11:00-12:15pm, by appointment only – please sign up via Google docs link.

CLASS TIME AND LOCATION

Tuesdays and Thursdays
9:30am-10:50am, T BW 1

COURSE OVERVIEW & OBJECTIVE

This course will introduce student to the politics, society and economy of the global South in the post-World War II era. To understand the changing nature of nations, we will adopt a comparative approach, by looking at internal dynamics that affect national development. We will also look a range of external factors that have come to impact national development. Moreover, students will consider the interplay between the global North and South. The course will begin with the major analytical approaches to the study of comparative politics within the context of global South. We will then proceed to examine on questions such as modernization, growth and development, and democratization that have been central to nations in the global South, post-World War II. These issues will be contextualized with case studies from Asia, Africa and Latin America.

COURSE GOALS

Upon successful completion of this subject students are expected:
• To have the capacity to adopt a comparative approach to understand the politics, society and economy of global South
• To understand the internal and external factors that affect national development
• To understand the interplay between the stakeholders of the global North and South
• To develop the capacity to work individually and as a group in different course related assessments
• To develop the capacity to use political science and wider social science methods to construct future research

POL S 354 COURSE PREREQUISITES

Students without the course prerequisite should speak with the instructor before registering. At the request of an instructor, the Department may cancel your registration if you do not have the required course prerequisites. Policy about course outlines, grading and related matters can be found in Section 23.4(2) of the University Calendar.

COURSE TEXTS

There is one text required for the course:

The book is available for purchase in the University bookstore.

There will also be additional readings from a range of different resources. Additional course readings are available on e-Class.

**COURSE FORMAT**

The course will be conducted via a mix of lectures and discussions. This course requires a reasonable amount of readings and students are expected to complete all readings before the start of the class to fully benefit from the lectures and discussions.

The syllabus is subject to modification throughout the semester.

**NOTE**

Please see the full course syllabus on e-Class for full details of the course. This is an abbreviated version.

**COURSE SCHEDULE**

**CONTEXTS, FRAMEWORKS AND APPROACHES**

*Week 1*
September 4, 2014
Welcome
Course outline

*Week 2*
September 9, 2014
What is Comparative Politics?
Readings:

➢ Reflection question: How does comparative politics fit into the broader discipline of political science?

September 11, 2014
Methods and Theories in Comparative Politics
Readings:
Mahoney, James. 2007. "Qualitative Methodology and Comparative Politics." *Comparative Political Studies* 40(2): 122-144.

➢ Reflection question: Do we need a distinct theoretical framework for analyzing politics in the developing world?

*Week 3*
September 16, 2014
What is the Global South?
Readings:

➤ Reflection question: How are such labels “global South” constructed? How relevant is the label “global South”?

September 18, 2014
Contextualizing the “Global South”
Readings:
Chiriyakandath, James. 2014. Chapter 3. PDW.
Hobden, Stephen. 2014. Chapters 4 and 5. PDW.

➤ Reflection question: To what extent can we explain the development of the “global South” as a result of historical circumstances?

STATE AND SOCIETY
Week 4
September 23, 2014
Library talk

September 25, 2014
Understanding the State
Readings:
Leftwich, Adrian. 2014. Chapter 12. PDW.

➤ Reflection question: What is the difference between “state” and “government”? What are some of the internal and external threats to state sovereignty in the developing world today?

Week 5
September 30, 2014
Democratization
Readings:
Burnell, Peter and Lise Rakner. 2014. Chapter 14. PDW.

➤ Reflection question: How useful are concepts of democratization for our understanding of politics in the “global South”?

October 2, 2014
Governance
Readings:
Rakner, Lise. 2014. Chapter 15. PDW.

➤ Reflection question: To what extent is good governance dependent on the regime type?

Week 6
October 7, 2014
Development and Under-developemt
Readings:
Addison, Tony. 2014. Chapter 16. PDW.
➤ Reflection question: To what extent is the state responsible for economic development?

October 9, 2014
State Building
Readings:

Week 7
October 14, 2014
Gender
Readings:
Staudt, Kathleen. 2014. Chapter 9. PDW.
➤ Reflection question: Do women in legislature expand the policy agenda and address gender inequalities?

October 16, 2014
Civil Society, Social Movement and Alternative Politics
Readings:
Ottaway, Marina. 2014. Chapter 10. PDW.
Gloppen, Siri. 2014. Chapter 11. PDW.
➤ Reflection question: Civil society is a hindrance to state building. Discuss.

CASE STUDIES: STATE AND SOCIETY
Week 8
October 21, 2014
Comparative Democratization
Readings:
➤ Reflection question: What are the conditions necessary for democratic transition, and what factors are needed to sustain democracy?

October 23, 2014
Ethiopia: Good Governance in an Authoritarian Regime
Readings:
Reflection question: To what extent is Ethiopia a case study of "good governance"? How does a case like Ethiopia reinforce or alter our understanding of "good governance"?

Week 9
October 28, 2014
South Korea and Guatemala: Development and Under-developed
Readings:
Ferdinand, Peter. 2014. Chapter 24. PDW.
Sieder, Rachel. 2014. Chapter 26. PDW.
Reflection question: What is the role of the state in development?

October 30, 2014
Women and the State: A South Asian Perspective
Readings:
Reflection question: Who are the drivers of women’s empowerment discourse in Bangladesh? How does the Bangladesh case fit within South Asia?

Week 10
November 4, 2014
Civil Society: China
Readings:
Reflection question: Given the authoritarian nature of the Chinese political system, how effective are civil society organizations in China?

November 6, 2014
Digital Technologies and Socio-political Change in Egypt and Ukraine
Reading:
Reflection question: Comparing China, Egypt and Ukraine, how effective is digital technology in facilitating socio-political change in these countries? Based on the case studies of Egypt and Ukraine, why have we not seen similar changes in China, despite China having 618 million

SOUTH-SOUTH
Week 11
November 11, 2014
No Class

November 13, 2014
Emerging Powers: Brazil, China and India
Readings:
Armijo, Leslie Elliot. 2014. Chapter 27. PDW.
Brautigam, Deborah. 2014. Chapter 28. PDW.
Mawdsley, Emma. 2014. Chapter 29. PDW.
➢ Reflection question: What opportunities do the emerging powers bring to the “global South”?

Week 12
November 18, 2014
China – Changing the Landscape
➢ Reflection question: What challenges does China entry into international development bring to both stakeholders in the “North” and “South”?

November 20, 2014
Group work

Week 13
November 25, 2014
Group presentations

November 27, 2014
Group presentations

Week 14
December 2, 2014
Group presentations (if required)
Wrap-up
Return essays

ASSESSMENTS

Students are assessed via the following methods:

Research essay 40%
In-class reflection papers x 2 15%
Group presentation 12.5%
Group paper 12.5%
Attendance and participation 10%
Research essay proposal 10%
## Grading Scale

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>95-100%</td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>90-94.99%</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>85-89.99%</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>80-84.99%</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>75-79.99%</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>70-74.99%</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>65-69.99%</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td></td>
<td>60-64.99%</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>55-59.99%</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>Poor</td>
<td>55-59.99%</td>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>Minimal Pass</td>
<td>50-54.99%</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Failure</td>
<td>49.99% or less</td>
<td>F</td>
<td>0</td>
</tr>
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## Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Due date</th>
<th>Marked Assessment Return</th>
<th>Appeals Deadline by 4:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class reflection papers (x 2)</td>
<td>Dates selected by instructor</td>
<td>Within 1 week</td>
<td>Within 1 week of receiving the returned paper (e.g. if paper is returned on September 23, the deadline for appeals is September 30)</td>
</tr>
<tr>
<td>Research essay</td>
<td>November 17, 2014</td>
<td>December 2, 2014</td>
<td>December 9, 2014</td>
</tr>
<tr>
<td>Group presentations in-class</td>
<td>November 25, 27, December 2 (if req’d) 2014</td>
<td>December 2, 2014</td>
<td>December 9, 2014</td>
</tr>
</tbody>
</table>
EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR

(UPDATED EFFECTIVE APRIL, 2008)

30.3.2(1) Plagiarism
No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating
30.3.2(2) a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.
30.3.2(2) b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).
30.3.2(2) c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.
30.3.2(2) d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2) e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts
No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.

30.3.6(5) Participation in an Offence
No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

The Truth In Education (T*I*E) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behavior. There are helpful tips for Instructors and Students.

Please take the time to visit the website at: http://www.ualberta.ca/tie
Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit http://www.governance.ualberta.ca/

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

<table>
<thead>
<tr>
<th>Cheating (Continued)</th>
<th>30.3.2(2)c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.</th>
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<tr>
<td></td>
<td>30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.</td>
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<td></td>
<td>30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.</td>
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|                      | 30.3.6(4) Misrepresentation of Facts
|                      | No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript. |
|                      | 30.3.6(5) Participation in an Offence
|                      | No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code. |

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

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### Procedures for Instructors Regarding Misrepresentation of Facts and Participation in an Offence

#### Possibility of Sanctions

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>30.3.2(b) i</td>
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<tr>
<td>30.3.2(b) ii</td>
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<tr>
<td>30.3.2(b) iii</td>
</tr>
<tr>
<td>30.3.2(b) iv</td>
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</tbody>
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The following sanctions may be used in rare cases:

- Suspension
- Rejection of a Degree already awarded

### Procedure for Instructors Regarding Misrepresentation of Facts and Participation in an Offence

#### 30.4.1 Initiation of an Appeal

- When an instructor believes that a student has committed an academic violation, the instructor shall inform the student in writing that they have been charged with an academic violation.

#### 30.4.3(c) Appeal

- If the student disagrees with the instructor's decision, they may appeal the decision to the Appeals Coordinator, who shall conduct an initial investigation.

#### 30.4.5(d) Final Decision

- The final decision of the Appeals Coordinator shall be made in writing and shall be sent to the student, the instructor, and the Dean of the relevant faculty.

### Excerpts from the Code of Student Behaviour

**Dr. Martin Ferguson-Pell**

Acting Provost and Vice-President (Academic)

**Professor Steven Penney**

Chair, Campus Law Review Committee

*The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the Code of Student Behaviour and for student discipline procedures.*

Updated: 30/4/2013