

### **POLI 671: Comparative Politics of Development in the Global South**

Pre/Co-requisites: none	
Instructor: Dr. Regina Cochrane	Lecture Location: SS 729
Phone: 403-210-9434	Lecture Days/Time: Fridays, 12-2:45 PM
Email: <a href="mailto:r.cochrane@ucalgary.ca">r.cochrane@ucalgary.ca</a>	Office hours: Tuesdays, 2-3 PM (by Zoom) and by appointment
Office: SS 706	Instructor Email Policy: none

#### **COURSE DESCRIPTION**

Development is conventionally understood as leading to improvements in the standards of living via industrialization, economic growth, social modernization, and political democratization. Given the continued—and even increased—prevalence of poverty, social marginalization, “failed states,” and violence in the post-colonial countries of the Global South, however, the post-World-War-II project of international development is often dismissed as a failure. Hence, any contemporary study of the comparative politics of “developing” states must necessarily take as its point of departure a critical examination of the contested concept of “development” itself and how it is being increasingly called into question today not only by critics of neoliberal globalization or capitalism, more generally, but also by postcolonial theorists, environmentalists, and feminists, among other groups. These latter critiques and the central challenge they present to “Western” modernity and economic and cultural globalization have, in turn, generated counter-critiques on the part of those seeking more critical forms of modernism and globalism.

In this course, therefore, we will focus on and compare the analysis of development as it is elaborated by supporters of liberal modernization theory, neo-Marxists, post-developmentalists, advocates of alternative/sustainable development, and feminists as well as by proponents of critical modernity and critical globality. Key to these analyses will be how these various orientations treat issues related to neoliberalism, globalization, modernity, cultural diversity, and governance. These discussions will be supplemented with examples and/or case studies focusing on Africa, Latin America, and East/South Asia.

#### **COURSE OBJECTIVES & LEARNING OUTCOMES**

1. To provide a contemporary survey of the main theories, issues, and debates in comparative political development in order to help prepare graduate students, at both the MA and Ph.D. levels, to write candidacy exams and/or theses in the field of comparative politics and/or the subfield of comparative political development.
2. To re-evaluate the project of international development and its entanglement with “Western” modernity in the contemporary context of neoliberal globalization, the erosion of state sovereignty, and the concurrent rise of the cultural politics of identity.
3. To promote a deeper, more critical understanding of comparative political development by examining the impact of national/international/transnational economic and social policies, of environmental degradation, and of social movement activism on political governance.

**REQUIRED TEXTBOOK(S)**

- Richard Peet and Elaine Hartwick, *Theories of Development: Contentions, Arguments, Alternatives*. Third Edition. New York: Guilford Press, 2015.\*
- Jan Nederveen Pieterse, *Development Theory*. Second Edition. London and Thousand Oaks, CA: Sage Publications, 2010.\*

PLUS: A selection of book chapters and journal articles available at the Taylor Family Digital Library, in e-books and e-journals-, or in the form of (single) scanned articles/chapters posted in the “course readings” file on d2l.

\*These books are available from the TFDL in e-book format and as hard copies at the University of Calgary Bookstore.

**COURSE COMPONENT WEIGHTS AND DUE DATES**

COMPONENT	WEIGHTING	DUE DATES
Class participation	20%	term
Seminar presentation	20%	variable
Essay Proposal	15%	Nov. 7
Final essay	45%	Dec. 5, 12:00 PM
Total	100%	

*If a student misses a course component, please get in touch with the instructor as soon as possible.*

**COURSE SCHEDULE & TOPICS:**

		READINGS*
Week 1: Sept. 9	Introduction: Development Theory and Practice Today	- Peet and Hartwick, Chapter 1, “Introduction: Growth versus Development” (pp. 1-24) - Pieterse, “Introduction” (pp. xvi-xviii) and Chapter 1, “Trends in Development Theory” (pp. 1-18)
Week 2: Sept. 16	The Political Economy of Development I: Classical, Neo-classical, Keynesian and Neoliberal Economics	- Peet and Hartwick, Chapter 2, “Classical and Neoclassical Economics” (pp. 23-62) and Chapter 3, “From Keynesian Economics to Neoliberalism” (pp. 63-118) - Behrendt, “Investing in People: Extending Social Security through National Social Protection Floors” (pp. 228-259)** - Prusik, “The Neoliberal Revoution” (pp. 68-78)
Week 3: Sept. 23	Development Theory I: Modernization Theory	- Peet and Hartwick, Chapter 4, “Development as Modernization” (pp. 119-162) - Berger and Weber, “The Resurrection of Nation-Building and Modernization (pp. 106-130)** - Anseeuw and Taylor, “Factors Shaping the Global Land Rush” (pp. 36-47) - Pieterse, Chapter 2, “Dilemmas of Development Discourse: The Crisis of Developmentalism and the Comparative Method” (pp. 19-35)

Week 4: Sept. 30	National Day for Truth and Reconciliation	No class
Week 5: Oct. 7	Development Theory II: Neo-Marxist Orientations	- Peet and Hartwick, Chapter 5, "Marxism, Socialism, and Development" (pp. 163-221) - Uzcategui, "The Bolivarian Political Process" (pp. 169-196) - Amin, "The Millenium Development Goals: A Critique from the South" (pp. 1-15) - Pieterse, Chapter 4, "Delinking or Globalization?" (pp. 54-63)**
Week 6: Oct. 14	The Political Economy of Development II: "Post-neoliberal" Neo-Structuralism	- Leiva, Chapter 1, "Combining Growth, Equity, and Democracy" (pp. 1-20), Chapter 2, "Methodological Retreats" (pp. 21-41), and Chapter 8, "The Future of Latin American Neostructuralism" (pp. 271-284)[all]** - Webber, "The Long March East: Evo Morales and the Consolidation of Agrarian Capitalism in Bolivia" (pp. 189-237)**
Week 7: Oct. 21	Development Theory III: Post-Development	- Peet and Hartwick, Chapter 6, "Poststructuralism, Postcolonialism, and Postdevelopmentism" (pp. 222-268) - Escobar, "Discourse and Power in Development" (pp. 377-400)** - Pieterse, Chapter 5, "The Cultural Turn in Development" (pp. 64-82) and Chapter 7 "After Post-Development" (pp. 110-124)**
Week 8: Oct. 28	Development Theory IV: Sustainable and Alternative Development	- McLaren, "Environmental Space, Equity, and the Ecological Debt" (pp. 19-38) - Pieterse, Chapter 6, "My Paradigm or Yours: Variations on Alternative Development" (pp. 83-109)**, and Chapter 10, "Digital Capitalism and Development" (pp. 166-181) - Klein, "Hot Money" (pp. 64-95)
Week 9: Nov. 4	Development Theory V: Feminism and Development	- Connelly et al, "Feminism and Development" (pp. 51-106) - Peet and Hartwick, Chapter 7, "Feminist Theories of Development" (pp. 269-305) - Sen and Durano, "Social Contracts Revisited: The Promise of Human Rights" (pp.3-17) - Mukhopadhyay, "Mainstreaming Gender or 'Streaming' Gender Away?" (pp. 135-149) and Molyneux, "The Chimera of Success" (pp. 227-240)[both]**
Nov. 6-12	Term Break	No classes
Week 10: Nov. 18	The Political Economy of Development III: Neoliberalism and the Problematization of Poverty	- Escobar, "The Problematization of Poverty" (pp. 21-54)** - Cochrane, "Rural Poverty and Impoverished Theory," (pp. 167-206)

		<ul style="list-style-type: none"> <li>- Pieterse, Chapter 8, “Equity and Growth Revisited” (pp. 125-141)**</li> <li>- Pogge and Sengupta, “Assessing the Sustainable Development Goals from a Human Rights Perspective,” (pp. 83-97)</li> </ul>
<p>Week 11: Nov. 25</p>	<p>Neoliberal Governance and Development</p>	<ul style="list-style-type: none"> <li>- Ajakaiye and Jerome, “Economic Development: The Experience of Sub-Saharan Africa” (pp.732-749)</li> <li>- Bond, “Sub-imperialism as Lubricant of Neoliberalism: South African ‘deputy sheriff’ duty with BRICS (pp. 251-270)**</li> <li>- Cochrane, “Climate Change, <i>Buen Vivir</i>, and the Dialectic of Enlightenment” (pp. 576-598)</li> <li>- Tomlinson, “Vicious and Benign Universalism” (pp. 45-59)</li> </ul>
<p>Week 12: Dec. 4</p>	<p>Approaches to Development VII: Critical Modernism and Critical Globalism</p>	<ul style="list-style-type: none"> <li>- Peet and Hartwick, Chapter 8, “Critical Modernism and Democratic Development” (pp. 309-324)</li> <li>- Pieterse, Chapter 3, “The Development of Development Theory: Towards Critical Globalism” (pp. 36-53), and Chapter 12, “Twenty-first-century Globalization and Development” (pp. 203-219)</li> <li>- Dirlik, “Twin Offspring of Empire, Neoliberalism and Authoritarian Neotraditionalism” (pp. 89-132)</li> </ul>

*Please note that the above schedule is tentative and may change as the need arises.*

\*Full bibliographic information and links to e-books/e-journals/posted articles provided on “Schedule of Topics and Readings” posted in “course information” file on d2l.

\*\*Possible articles for seminar presentation. Final selection of articles for seminar presentation will depend on course enrolment

**ASSIGNMENTS**

Seminar presentations should be approximately 45-50 minutes in length and must include the distribution of a prepared handout (approximately 6-7 pages, point format) that includes a brief biography of the author (where appropriate), plus a summary and a critical analysis of the reading. These presentations should draw on some secondary sources, especially for assistance in formulating the critical analysis of the reading. Sign-up sheets for seminar presentations will be circulated during the first class. A “seminar guidelines” sheet, with more detailed information, and a “seminar evaluation sheet” will be posted in the “course information” file on d2l. Students are *strongly encouraged* to come during office hours with a draft of their seminar presentation to ensure that they are on the right track.

The paper proposal should be approximately 3-4 pages in length. It should include a brief overview of the topic proposed, a thesis statement, and a tentative list of references. This proposal should be submitted by email.

**ESSAYS/RESEARCH PAPER(S)**

Students will be free to propose a topic for their final takehome essay exam. The topic chosen should, however, engage with one or more of the themes/approaches/authors discussed in class by, for example: (i) analyzing, in more depth, a specific theme/approach/author; (ii) undertaking a critical comparison of various themes/approaches/authors; (iii) applying a specific approach or the work of a particular author to a practical development issue of interest and relevance to the student. Hence it should draw on both course readings and outside references. (The proportions of course versus outside readings consulted for the essay will vary with the topic but should include *at least 50% of the former.*) The course essay should be approximately 20-22 double-spaced pages in length (12-point font, 1” margins, using any standard citation style accepted at U of C). The content, depth of analysis, and quality of the writing will all be considered in the grading of this essay. The essay should be submitted, in a pdf or (older version) Word file, via the digital drop box on D2L. Students are advised to keep a copy of their exam until their final course grade has been released.

**PARTICIPATION**

Participation requires, before anything else, actually being present in class. Given that this is a seminar-format course and many of the readings we will discuss in this class are complex, discussions are particularly important and attending class is therefore essential. Consequently, class attendance will be taken and counted for 5% of the course grade or one-quarter of the total participation mark. Participation also entails preparing for class by reading the assigned chapters/articles, including those that have been designated for formal seminar presentation, and noting issues and queries for discussion in class. Hence the rest of the participation mark will be based on the overall quality—rather than just the quantity—of a student’s contributions to class discussion (15%). Good participation also requires treating other students and the instructor with respect—i.e., not interrupting or attempting to dominate class discussions—as well as engaging in dialogue and debate with classmates and the instructor. It entails, as well, using your laptops and ipads, if and when you choose to bring them to class, for taking notes and for accessing relevant documents and information on the internet, rather than for “instant-messaging,” chatting, email, and surfing the web. Attendance at office hours for assistance with seminar presentations, clarification of concepts and ideas discussed in readings and classes, and with the final course essay is strongly encouraged. Please note that important updates and announcements will be regularly posted on d2l and/or sent out via email. *Therefore, it is the students’ responsibility to regularly check both the d2l site for the course and their University of Calgary email accounts.*

**FINAL EXAMINATION**

Final Exam	Yes
Length	Essay length 20-22 pp.(double-spaced, 12-point font, 1” margins, including citations)
Format	Take-home essay exam
Type	See Essays/Research Paper(s) above for more information
Aids	open book

**WRITING STATEMENT**

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

**GRADING SCALE:** The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

**LATE PENALTIES**

Students who, for some serious reason, will be late in handing in their essays should consult with the instructor about this before these assignments are due. Essays submitted after the deadline, without prior consultation and/or documentation, may be penalized with the loss of 5% in the assignment grade for each day late (not including weekends).

**INSTRUCTOR GUIDELINES**

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

**IMPORTANT POLICIES AND INFORMATION**

**Absence From a Mid-term Examination**

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: [https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22\\_deferral-of-term-work\\_lapseGrade.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf)

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre ([ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

**Deferral of a Final Examination**

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

**Reappraisal of Grades:**

*For Reappraisal of Graded Term Work, see Calendar I.2*

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

*For Reappraisal of Final Grade, see Calendar I.3*

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

**Academic Misconduct:**

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

**Plagiarism And Other Forms Of Academic Misconduct**

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

**Recording of Lectures:**

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

**Academic Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student

Accommodations is available at

<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

### **Research Ethics**

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy (FOIP) Act:**

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

### **Copyright Legislation:**

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Evacuation Assembly Points**

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

### **Important Dates:**

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.



**Faculty of Arts Program Advising and Student Information Resources**

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

**Important Contact Information**

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)  
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives  
Phone: 403-220-6551  
Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)  
Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association  
Phone: 403-220-5997  
Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)  
URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman  
Phone: 403-220-6420  
Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**Campus Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

*SU Wellness Centre:* <http://www.ucalgary.ca/wellnesscentre/>

*Student Wellness Services:*  
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

*Campus Mental Health Strategy website:* <https://www.ucalgary.ca/mentalhealth/>.