

DALHOUSIE UNIVERSITY DEPARTMENT OF POLITICAL SCIENCE
Political Science 2302 - Comparative Politics II: The Developing World (Winter 2018)

Tuesdays & Thursdays: 10.05-11.25 am, SIR JAMES DUNN 304

Instructor: Dr. Peter Arthur; Office: Henry Hicks 361; Phone: (902-494-6630), parthur@dal.ca

Office Hours: Monday 1-2pm & Wednesday, 10-11am.

This course proceeds on the assumption that it is fascinating to study diverse political systems and processes in their own right; but further, that through comparison and generalization, we can gain a better understanding of the characteristics of politics everywhere.

The course surveys the methods and scope of Comparative Politics. It does so through an examination of what have been the major classifications of political systems in the post-World War II world, with particular focus on "Third World" countries (an increasingly problematic term encompassing "Newly Industrializing Countries" (NICs) and "Less Developed Countries" (LDCs). After a general overview of the nature of these classifications, we will study in greater detail the political history and institutions of key countries from the developing countries - China and India from the NICs, South Africa as a mixed case, and Nigeria from the LDCs. The course continues with an examination of the cultural environment of political life, and the informal institutions linking state and society, including mass media, and interest groups. It also examines social divisions like gender and political participation. The role of the military and police, and civil society, and future prospects for our case studies will also be examined. These themes will be illustrated with selected examples from the case studies. Concepts and theories which are useful for comparing political life in various countries will be discussed.

FORMAT

The class will meet for lecture/discussion sessions. There will be two lectures per week. Opportunities for questions and discussion will be built into this time.

TEXTBOOK:

Students are expected to purchase the following text, which forms the basic reading requirements of the course: Patrick H. O'Neil, Keith Shields and Don Share, **Comparative Politics Custom edition** (Norton, 2015).

Other course materials would also be accessible online. Readings in journals can be found by accessing relevant journals through Dalhousie's electronic journals webpage.

RESERVE READINGS:

Additional books have been placed on reserve in the Killam Library. These texts include:

John McCormick, Comparative Politics in Transition 7th edition (Belmont, CA: Wadsworth/Thompson, 2013). Killam In-Library Reserves (JF 51 M445 2013).

Rod Hague and Martin Harrop (2004), Political Science: A Comparative Introduction, New York: Palgrave Macmillan (JF 51 H28) (Also accessible as electronic book through Novanet system).

Charles Hauss, Comparative Politics: Domestic Responses to Global Challenges. (Killam In-Library Reserves: JF 51 H33 2003)

Joyce Gelb, and Marian Lief Palley, Women and Politics around the World: A Comparative History and Survey. Santa Barbara, Calif.: ABC-CLIO, 2009 (On Reserve DAL Killam Library (HQ 1236 W5876 2009)).

COMPARATIVE POLITICS ON THE WEB:

A Bright space site has been set up for Political Science 2302. This site features course handouts, links to websites detailing case study countries, resources for study, essay writing, and general Internet resources for political scientists. There are many valuable resources for political analysis on the web including government and party pages, journalistic and news resources, commentaries by interest groups, political dissidents, etc., as well as information about the cultures, societies and economies of our case studies and most other countries in the world. Furthermore, information on formatting and citations for Political Science term papers is available via the Killam Library and online at <http://politicalscience.dal.ca/resources/termpapers.htm>.

Please note that the deadline by which a student may withdraw without a ‘W’ is February 5, 2018, and March 12, 2018 with a ‘W.’

OUTLINE OF TOPICS

Week one: (January 9th & 11th): Introduction to the course; overview of Comparative Politics

Read: O'Neil, Shields and Share, "Introduction to Essentials of Comparative Politics," pp. 3-62.
McCormick, Introduction, pp. 3-33 (on reserve).

Recommended:

Howard J. Wiarda, Introduction to Comparative Politics: Concepts and Processes (Orlando: Harcourt, Brace, 2000), Chapter 1, 2.

Rod Hague and Martin Harrop, Comparative Government and Politics: An Introduction.

Frank Wilson, Concepts and Issues in Comparative Politics, 2nd ed., Upper Saddle River, NJ: Prentice Hall, 2002, pp. 2-15.

Week two: (January 16th & 18th): Comparing the old "Third World": NICs, and LDCs

Read:

O'Neil, Shields and Share, "Non-Democratic Regimes" pp. 99-129; "Developing Countries" pp. 165-199.
McCormick, pp. 289-301 & 385-399.

Recommended:

Hauss, Chapter 11, "The Less Developed Countries."

Mahler, G. S., & MacInnis, Donald, Comparative Politics: An institutional and cross-national approach,

2001 Ch. 8

Wiarda, Howard, Introduction to Comparative Politics, chapter 3

Week Three: (January 23rd & 25th): Politics in China

Read: O'Neil, Shields and Share, "China," pp. 202-263.

Recommended: Hauss, Chapter 11, "China" (On Reserve).
McCormick, pp. 248-259, 260-272.

Week Four: (January 30th & Feb. 1st): Politics in India

Read: O'Neil, Shields and Share, "India," pp. 266-322

Recommended: McCormick, pp. 342-350, 353-364.
Hauss, Chapter 13, "India" (On Reserve).

Week Five: (February 6th & 8th): Politics in South Africa

Read: O'Neil, Shields and Share, "South Africa," pp. 324-378

Recommended:
Deegan, Heather, *The Politics of the New South Africa*, Essex: Longmann, chapter 2, pp. 23-38

Week Six: (February 13th & 15th): Politics in Nigeria

Read: M O'Neil, Shields and Share, "Nigeria," pp. 380-434.

Recommended: McCormick, pp. 400-409, 411-422.

Hauss, Chapter 15, "Nigeria."

Week Seven: (February 27th & 1st March): Political Culture and Socialization: Concepts & cases

Read: Hague & Harrop, Chapter 6, "Political Culture."

McCormick, pp. 259-260, 351-353, 409-411.

Week Eight: (March 6th & 8th March): Mass Media in Politics

Read:
Hague & Harrop, Chapter 7, "Political Communication."

Victoria Bemker LaPoe & Amy Reynolds (2013), "From Breaking News to the Traditional News Cycle: A Qualitative Analysis of How Journalists Craft Resonance Through Storytelling," Electronic News 7(1) 3-21.

Curran, James, Shanto Iyengar, Anker Brink Lund and Inka Salovaara-Moring (2009), "Media System, Public Knowledge and Democracy: A Comparative Study," European Journal of Communication 24(1): 5–26.

Gadi Wolfsfeld, Elad Segev, and Tamir Sheafer (2013) Social Media and the Arab Spring: Politics Comes First, The International Journal of Press/Politics, 18(2), 115-137.

Recommended:

Steven Kull, Clay Ramsay and Evan Lewis (2003-2004) "Misperceptions, the Media, and the Iraq War." Political Science Quarterly, Volume 118 Number 4, pp. 569-598.

James Deane with Fackson Banda, "The Other Information Revolution: Media and Empowerment in Developing Countries," in Global Civil Society 2002, edited by Marlies Glasius et al., Oxford: Oxford University Press, pp. 171-190.

Piers Robinson (1999) "The CNN effect: can the news media drive foreign policy," Review of International Studies, 25, 2, pp. 301-309.

Week Nine: (March 13th & 15th March): Interest Groups and Civil society: Concepts and Categories

Read: Hague & Harrop, Chapter 10, "Interest Groups."

McCormick, pp. 237-244, 276-285, 373-381, 430-439.

Banks, Nicola, Hulme, David, & Edwards, Michael (2015), "NGOs, States, and Donors Revisited: Still Too Close for Comfort?" World Development, 66: 707–718

Week Ten: (March 20th & 22nd March): Military & Police

Read:

O'Neil, Shields and Share (Political Violence), pp. 131-162.

Fearon, James & Laitin, David (2003), "Ethnicity, Insurgency and Civil War," American Political Science Review, 97, 1: 75-90.

Recommended

Leonard Wantchekon, (2004), "The Paradox of "Warlord" Democracy: A Theoretical Investigation," American Political Science Review, 98 (1): 17-33.

Leonard, David & Straus, Scott (2003), "The Causes of Civil Conflict in Africa," in Africa's Stalled Development: International Causes and Cures, London & Boulder: Lynne Rienner Publishers, chapter 4, pp. 57-82.

Chanhoke, Neera (2002), "The Limits of Global Civil Society," in Global Civil Society 2002, edited by Marlies Glasius et al., Oxford: Oxford University Press, pp. 35-53.

Frank Wilson, Concepts and issues in Comparative Politics, pp. 138-152.

Week Eleven: (March 27th & 29th March): Gender Politics and Political Participation

Read:

Clayton, A. (2015). "Women's political engagement under quota-mandated female representation: evidence from a randomized policy experiment," Comparative political studies, 48 (3), 333-369.

Liu, S. & Banaszak, L. (2017). "Do government positions held by women matter: A cross-national examination of female ministers' impacts on women's political participation," Politics & Gender, 13 (1), pp. 132-162.

A. Roberts and S. Soederberg (2012), "Gender Equality as Smart Economics? A critique of the 2012 World Development Report." Third World Quarterly, 33: 5, pp. 949-968. <http://www.tandfonline.com/doi/pdf/10.1080/01436597.2012.677310>

Joyce Gelb, and Marian Lief Palley, *Women and Politics around the World: A Comparative History and Survey*. Santa Barbara, Calif.: ABC-CLIO, 2009. Chapters on Nigeria, South Africa, China, India (On Reserve DAL Killam Library (HQ 1236 W5876 2009)

Recommended:

Bauer, Gretchen & Okpotor, Faith (2013), "Her Excellency: An Exploratory Overview of Women Cabinet Ministers in Africa," Africa Today, Vol. 60, Issue 1, pp. 77-97.

R. Eyben and R. Napier-Moore (2009), "Choosing words with care? Shifting meanings of women's empowerment in international development." Third World Quarterly, 30:2, pp. 285-300. <http://www.tandfonline.com.ezproxy.library.dal.ca/toc/ctwq20/30/2>

Jeff Haynes, *Politics in the Developing World*, Oxford: Blackwell Publishers, 2002 chapter 7, pp. 183- 214.

Georgina Waylen, "Analyzing Women in the Politics of the Third World" in Asfan (ed.) Women in the Politics of the Third World

Rai, Shirin (2005), "Gender and Development," in Jeffrey Haynes (Ed.), Palgrave Advances in Development Studies, Palgrave Macmillan, pp. 226-246. Nelson and Chodhury (eds.), Women and Politics Worldwide, pages 3-24 and chapters on China, Britain, India, Japan, Mexico, Nigeria, Russia, etc. Mahmoud, Fatima, "African Women and Feminist Schools of Thought," in Mohamed Suliman (Ed.), Alternative Strategies for Africa, vol. 2, London: IFAA, 1991, pp. 141-147.

Week Twelve: (April 3rd & 5th April): Political Change and Future Prospects (Globalization; & Democratization)

Read: O'Neil, Shields and Share, 'Globalization and the future of comparative politics,' pp. 437-467.

Wahman, M. (2014), "Democratization and electoral turnovers in sub-Saharan Africa and beyond," Democratization, 21, 2, 220-243.

Recommended:

Nwosu, Bernard (2012), "Tracks of the third wave: democracy theory, democratization and the dilemma of political succession in Africa," Review of African Political Economy, 39, 131, pp. 11-25

Haus, Chapter 17, "Global Challenges & Domestic Responses."

McCormick, pp. 106-107, 146-147, 188, 244, 283-285, 338, 380-381, 439.

Lynch, Gabrielle & Crawford, Gordon (2011), "Democratization in Africa 1990-2010: an assessment," Democratization, 18, 2, pp. 275-310.

Week Thirteen (April 10th): Review of the Term's Work

EVALUATION: The final grade will be arrived at as follows:

Attendance	(Throughout the Term)	10%
Essay Proposal (in class),	Due February 9 th	15%
First Term Essay (8 pages/2,000 words)	Due March 22 nd	35%
Final Exam	April TBA	40%

Information on all these assignments will be posted on the Brightspace page early in the term. Essay topics will be distributed close to the start of the term. An essay proposal will be used to screen for appropriate topics and to provide feedback to improve the final product. The essay will be approximately 2500 words; information on format and requirements will be posted soon. Essay proposals and essays will be screened for academic integrity and plagiarism using the Urkund software once it is set up on the Brightspace system.

The exam will cover material from assigned readings, lecture/discussions, and presentations. It will be a closed book 2-hour exam in the regular examination period. Students will complete two essay questions, chosen from two sections spread across all topics from the term. Sample questions will be posted in the course of the term.

You must complete all elements of the course in order to pass the course. The course’s grading scheme follows the Dalhousie undergraduate academic calendar.

The grading thresholds are:

90-100 = A+	77-79 = B+	65-69 = C+	50-54 = D
85-89 = A	73-76 = B	60-64 = C	below 50 = F
80-84 = A-	70-72 = B-	55-59 = C-	

Other Important Information

• **Academic Integrity**

http://www.dal.ca/dept/university_secretariat/academic-integrity.html

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Students are reminded that **plagiarism** (handing in another person's work as one's own or exact copying of the words of another author without attribution), submitting the same essay to more than 1 course, and close **paraphrasing** (reliance on a source with only minor alterations in wording) are unacceptable. Any paper submitted by a student may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is

essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dal web at:

(read more:

https://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/Syllabus_Statement \

• **Accessibility**

The Advising and Access Services Centre is Dalhousie's Centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of the term. Please see www.studentaccessibility.dal.ca for more information and to obtain the Request for Accommodation – Form A.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class (read more:

http://www.dal.ca/campus_life/student_services/academic-support/accessibility.html)\

• **Student Code of Conduct**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (read more:

https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)\

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

(read more: <http://www.dal.ca/cultureofrespect.html>)

University Policies and Programs

Important Dates in the Academic Year (including add/drop dates)

http://www.dal.ca/academics/important_dates.html

University Grading Practices: Statement of Principles and Procedures

http://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices.html

Scent- Free Program

<http://www.dal.ca/dept/safety/programs- services/occupational- safety/scent- free.html>

Learning and Support Resources

General Academic Support – Advising

http://www.dal.ca/campus_life/student_services/academic- support/advising.html

Fair Dealing Guidelines

<http://www.dal.ca/dept/copyrightoffice/fair- dealing/fair- dealing- guidelines.html>

Library

<http://libraries.dal.ca>

Black Students

http://www.dal.ca/campus_life/student_services/black- student- advising.html);

International Students

http://www.dal.ca/campus_life/student_services/international- centre.html)

Student Health Services

http://www.dal.ca/campus_life/health- and- wellness/health- services.html

Counselling

http://www.dal.ca/campus_life/student_services/health- and- wellness/counselling.html

Copyright Office

<http://www.dal.ca/dept/copyrightoffice.html>

E- Learning website

<http://www.dal.ca/dept/elearning.html>