

DALHOUSIE UNIVERSITY DEPARTMENT OF POLITICAL SCIENCE
Political Science 2302 - Comparative Politics II: The Developing World (Winter 2021)

Instructor: Dr. Peter Arthur; email: parthur@dal.ca

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 be taught in asynchronous online format. It is divided into weekly modules, and offered online through the internet using *Brightspace* to structure weekly readings, discussions, and assignments. Students will be expected to complete the modules sequentially each week and participate in online discussion groups in randomly assigned groups with discussion assignments throughout the term. All communications from the instructor will be via Brightspace announcements and postings or emails to your official Dalhousie email. I will also be available to meet with students by appointment on Microsoft Teams. Instructions on how to use Microsoft Teams are available in the Orientation section of Brightspace.

All participants are expected to complete the assigned readings, and to contribute to discussions.

Students will be placed in groups for purposes of weekly discussions, and these groups will remain the same for the semester.

For each week, discussion questions would be posted by me by 7:00am (Monday AST), and students are expected to respond to these questions. Students should have at least a 100-word response to the weekly discussion question discussion questions with further comments, critique, or additional resources before 9:00 am (AST) on Wednesday latest, and 2 or more responses to peer posts by Friday 12:00 pm (noon) Atlantic Time. Slides will be posted by me at the end of each weekly discussion.

Bear in mind that the quality and quantity of your posts will determine your participation mark in this course.

TEXTBOOK:

Students are expected to purchase or rent the following **electronic text**: **Patrick H. O'Neil, Keith Shields and Don Share, Comparative Politics: an Integrated Approach** (Norton, 2017). It is available at <https://www.vitalsource.com/en-ca/products/cases-and-concepts-in-comparative-politics-an-patrick-h-o-39-neil-karl-v9780393631371> for rent (\$60,67) or purchase (\$71.50).

Additionally, Rod Hague, Martin Harrop, and John McCormick (2016), Comparative Government and Politics: An Introduction, Basingstoke: Palgrave Macmillan. (available as e-book from the Novanet system), would be used in certain weeks.

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

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 29th January 2021, and March 8, 2021 with a 'W' (early deadline: 15th January 2021).

OUTLINE OF TOPICS

Module/Week one: (January 6th to 8th): **Introduction to the course; overview of Comparative Politics**

Read: O'Neil, Shields and Share, chapters 1 & 2, pp. 3-51.

Module/Week two: (January 11th to 15th): **Comparing the old "Third World": NICs, and LDCs**

Read:

O'Neil, Shields and Share, "Non-Democratic Regimes" pp. 354-415; "Developing Countries" pp. 480-509.

Module/Week Three: (January 18th to 22nd): **Politics in China**

Read: O'Neil, Shields and Share, "China," pp. 444-479.

Module/Week Four: (January 25th to 29th): Politics in India

Read: O'Neil, Shields and Share, "India," pp. 510-539.

Module/Week Five: (February 1st to February 4th): Politics in South Africa

Read: O'Neil, Shields and Share, "South Africa," pp. 628-661

Module/Week Six: (February 8th to 12th): Politics in Nigeria

Read: M O'Neil, Shields and Share, "Nigeria," pp. 663-691.

Study Break (No Class Discussions): Feb. 15- 19th

Module/Week Seven: (February 22nd to 26th): Political Culture and Socialization: Concepts & cases

Read: Rod Hague, Martin Harrop, and John McCormick (2016), (chapter 12, political culture, pp. 200-215).

Module/Week Eight: (March 1st to 5th March): Mass Media in Politics

Read:

Rod Hague, Martin Harrop, and John McCormick (2016), Chapter 14, Political Communication, pp. 233-250.

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.

Espen Geelmuyden Rød, Nils B Weidmann (2015), Empowering activists or autocrats? The Internet in authoritarian regimes, Journal of Peace Research, 52, 3, 338-351.

Module/Week Nine: (March 8th to 12th March): Interest Groups and Civil society: Concepts and Categories

Read:

Rod Hague, Martin Harrop, and John McCormick (2016), Chapter 18, Interest Groups, pp. 304-323
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.

Module/Week Ten: (March 15th to 19th March): Military & Police

Read:

O'Neil, Shields and Share (chapter 5, Political Violence), pp. 117-141.

Rod Hague, Martin Harrop, and John McCormick (2016), chapter 4 (Authoritarian rule), pp. 56- 72.
Fearon, James & Laitin, David (2003), "Ethnicity, Insurgency and Civil War," American Political Science Review, 97, 1: 75-90.

Module/Week Eleven: (March 22nd & to 26th 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>

Week Twelve: (March 29th to April 1st): 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.

Week Thirteen (April 5th to April 7th) Take Home Exam

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

Participation in Group Discussions Throughout the term	25%
Essay Proposal Topic/outline February 3.	15%
Term Essay (8 pages/2,500 words); March 15	30%
Final Reflective Exam (Take Home) April 5 to 7	30%

(All written assignments submitted via Brightspace assignment drop box. Late Penalty: 2% per working day). 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 about 2500 words; information on format and requirements will be posted soon. Assignments will be screened for academic integrity using Urkund software. The take home final exam will cover material from assigned readings, lecture PowerPoints and group discussions. It will ask students to use course materials to analyse some ongoing political event, phenomenon, and controversy in one of the case study countries

You must complete all assignments in 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

Territorial Acknowledgement

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.

• 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\](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\](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>