

**Political Science 2245E**  
**Introduction to Comparative Politics**  
**Second Term, Winter 2016**  
**Power and Politics in the Global South**

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All knowledge that is about human society, and not about the natural world, is historical knowledge, and therefore rests upon judgment and interpretation. This is not to say that facts or data are nonexistent, but that facts get their importance from what is made of them in interpretation... for interpretations depend very much on who the interpreter is, who he or she is addressing, what his or her purpose is, at what historical moment the interpretation takes place.

**Edward W. Said**

What is not named largely remains unnoticed.  
**Giovanni Sartori**

Do not assume anything Obi-Wan. Clear your mind must be if you are to discover the real villains behind this plot.  
**Yoda**

**Important Notice Re: Prerequisites/Antirequisites**

Please Note: You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis for an appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course prerequisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

Office of the Dean, Faculty of Social Science

**Course Learning Objectives**

This course introduces students to the comparative study of power and politics in the Global South. More specifically, it critically analyzes:

- the political and cognitive dimensions of the knowledge construction process in *Western Comparative Politics*;
- the ontological and epistemological assumptions used in the dominant interpretations of the nature of conflict, order and change in *the*

- *Global South*; and,
- the conceptual vocabulary of *Comparative Politics* and its capacity to represent/misrepresent the historical specificities of the societies of the Global South.

The concept of *the Global South* makes reference to the countries of Africa, Latin America and most of Asia. As the Center for the Global South (CGS) points out, *the Global South* includes “nearly 157 of a total of 184 recognized states in the world, and many have less developed or severely limited resources”. The CGS adds: “Unfortunately, the people of these nations also bear the brunt of some of the greatest challenges facing the international community in the next millennium: poverty, environmental degradation, human and civil rights abuses, ethnic and regional conflicts, mass displacements of refugees, hunger, and disease.” Based on the CGS definition we will discuss the existence of communities and nations of the *Global South* in the countries and regions of the *Global North*.

### **Course Learning Outcomes**

After completing the second half of Politics 2245 students will be able to:

- demonstrate a critical understanding of the concepts of Global North and Global South;
- demonstrate a critical understanding of the nature of power and politics in the Global South;
- demonstrate a critical understanding of dominant theoretical representations of politics and power in the Global South; and,
- demonstrate a critical understanding of the cognitive and political dimensions of the process of knowledge construction in the field of Comparative Politics.

### **Course Evaluation:**

Participation in Lectures and Tutorials: 20%

Book Review: 20%

Final Exam: 20%

Essay: 40%

### **Books recommended for purchase:**

December Green and Laura Luehrmann, *Comparative Politics of the Third World: Linking Concepts and Cases*. Boulder/London: Lynne Rienner Publishers, 2011.

J. Timmons Roberts, Amy Bellone, and Nitsan Chorev, *The Globalization and Development Reader: Perspectives on Development and Change*. Malden, MA: Wiley Blackwell, 2015.

## **Assignments:**

### Book review

Participants in this course will review one of the following books:

- Francisco Goldman, The Art of Political Murder: Who Killed the Bishop? New York: Grove Press, 2008.
- Lawrence Hill, The Illegal. Toronto: Lawrence Hill, 2015.
- Mohsin Hamid, The Reluctant Fundamentalist. Toronto: Anchor Canada, 2013.

The book review is due on February 8 **in class**. Guidelines for this assignment will be provided by the instructor in class.

### Essay

A research essay (15-17 double-spaced pages) will be due on March 22 **in class**. Students will determine the specific objective/focus of their essays within one of the following general topics:

- The political and cognitive dimensions of the knowledge construction process in *Western Comparative Politics*.
- An examination of the postulated and unpostulated assumptions used in dominant interpretations of the nature of conflict, order and change in *the Global South*.
- A critical assessment of the conceptual vocabulary of *Comparative Politics* and its capacity to represent/misrepresent the historical specificities of the societies of the Global South.
- The ethics of *Comparative Politics*.

Additional guidelines for this assignment will be provided by the instructor in class.

### Participation

Students in this course will be expected to master the assigned readings and to actively participate in the discussions that will take place every week in the lecture sessions and in the tutorials.

### Exam

The final exam will take place during the exam period at the end of the term.

## READING MATERIAL

### I: INTRODUCTION

**January 11:** What Can Political Science Students learn from *The Walking Dead* and *Mad Max Fury Road*? Introduction to the Course and a few words about biology, power, and Comparative Politics.

### II. COMPARATIVE POLITICS AND YOUR BRAIN

#### **January 18: Comparative Politics, Ethnocentrism, and the Embodied Mind**

Guiding Question: Is Western Political Science Relentlessly Eurocentric?

Green and Luehrmann, Chapter 1.

George Lakoff, "Philosophy in the Flesh," in John Brockman, *The Mind*. New York: Harper Perennial, 2011, 11-30.

Paul A. Griffith, "Ethnocentrism as Act of Kidnapping: The Procrustean Complex in the West," *American International Journal of Social Science*, Vol. 1 No. 2, December 2012, 59-70.

#### **January 25: Comparative Politics and "the People Without History"**

Guiding Question: Octavio Paz argues that "the Past reappears because it is a hidden present" (Green and Luehrmann, 29). Is the past a "hidden present" in the relationship between Canadian Aboriginal peoples and the Canadian state today?

Green and Luehrmann, Chapters 2, 3.

Truth and Reconciliation Commission of Canada, *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, 2015.

[http://www.trc.ca/websites/trcinstitution/File/2015/Honouring the Truth\\_Reconciling\\_for\\_the\\_Future\\_July\\_23\\_2015.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Honouring%20the%20Truth_Reconciling_for_the_Future_July_23_2015.pdf)

Recommended:

Our Spirits Don't Speak English: Indian Boarding School  
<http://irsr.ca/video/>

### **III. ORDER, CONFLICT, AND CHANGE IN THE GLOBAL SOUTH**

#### **February 1: Development and Modernization**

Guiding Question: In what ways do you see legacies of Western domination continuing to play out in the Global South?

Green and Luehrmann, Chapter 4, 5.

Timmons Roberts, Bellone Hite, Chapters 1, 2, 3.

#### **February 8: Modernization and Dependency**

Guiding Question: Compare the modernization and dependency “theories.” What, if anything, do they have in common?

Timmons Roberts, Bellone Hite, Chorev, Chapters 7, 8, 9.

Green and Luehrmann, Chapter 5.

#### **February 15 Race and Gender in the Global South**

Guiding Question: Is Buying a “Madras” Cotton Shirt a Political Act?

Timmons Roberts, Bellone Hite, Chorev, Chapters 11, 12, 13.

Green and Luehrmann, Chapter 5.

#### **February 22: Reading Week**

#### **March 1: Globalization and the Global South**

Guiding Question: Is globalization a curse or a blessing to the poor and the oppressed in the Global South?

Green and Luehrmann, Chapters 6, 7, 8, 9.

#### **March 8: Transgovernmental and transnational advocacy networks**

Guiding Question: Can globalization be “grounded”?

Timmons Roberts, Bellone Hite, Chorev, Part IV.

#### **March 15: Illusions and Realities of Democracy: State-Society Relations in the Global South:**

Guiding Question: Do the concepts of democracy and civil society provide useful insight into understanding the social forces that determine the balance of power in the societies of the Global South?

Green and Luehrmann, Chapters 10, 11.

Timmons Roberts, Bellone Hite, Chorev, Chapters 26, 31.

### **March 22: Illusions and Realities of Democracy: Political Competition, Citizenship, and the Rule of Law in the Global South.**

Guiding Question: Can democracy function and survive without social, cultural and economic rights?

Green and Luehrmann, Chapters, 14, 15, 16.

Timmons Roberts, Bellone Hite, Chorev, Chapters 18,19.

### **March 29: Religion and Politics in the Global South**

Guiding Question: Should religion and politics ever be mixed?

Bruno De Cordier, "Pan Islamism' as a form of 'alter-globalism? Hizb Ut-Tahrir and the Islamic Khilafah Satte," in Matthew Clarke, ed., Handbook of Research on Development and Religion. Cheltenham, UK: Edward Elgar, 2013, 376-401.

Andrés Pérez-Baltodano, "God and Power in the Global North and Latin America," in John Dyck, Paul Rowe, Jens Zimmermann, eds. Whose Will be Done: Essays on Sovereignty and Religion. Lexington Books, 2015, 155-172.

Séverin Deneulin and Masooda Bano, Religion in Development: Rewriting the Secular Script. London: Zed Books, 2009, 52-72.

### **April 5: Violence as a Political Tool**

Guiding Question: Is political violence ever justified to initiate social change in the societies of the Global South?

Green and Luehrmann, Chapters 12,13

Recommended:

The Life of Nelson Mandela

<http://www.theglobeandmail.com/news/news-video/video-the-life-of-nelson-mandela/article12770271/>

When conservatives branded Nelson Mandela a terrorist.

<http://www.forbes.com/sites/rickungar/2013/12/06/when-conservatives-branded-nelson-mandela-a-terrorist/>

#### **IV. CONCLUSIONS**

**April 6:** Comparative Politics: For Whom and for What? A Debate About Ethics and Political Science.

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES  
DEPARTMENT OF POLITICAL SCIENCE**

**Prerequisite checking - the student's responsibility**

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

**Essay course requirements**

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

**Use of Personal Response Systems ("Clickers")**

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

**Security and Confidentiality of Student Work** (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

**Duplication of work**

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

**Grade adjustments**

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

**Academic Offences**

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)



## **Submission of Course Requirements**

**ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.**

**THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.**

## **Attendance Regulations for Examinations**

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

## **Medical Policy, Late Assignments, etc.**

Students registered in Social Science should refer to

[http://counselling.ssc.uwo.ca/procedures/having\\_problems/index.html](http://counselling.ssc.uwo.ca/procedures/having_problems/index.html) for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

## **University Policy on Cheating and Academic Misconduct**

**Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

**Plagiarism Checking:** "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> )."

**Multiple-choice tests/exams:** "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. [http://www.uwo.ca/univsec/academic\\_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html)

## PLAGIARISM\*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

**A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.**

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

**B. In adopting other writers' ideas, you must acknowledge that they are theirs.**

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

\*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

**Accessibility at Western:** Please contact [poliscie@uwo.ca](mailto:poliscie@uwo.ca) if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

## **SUPPORT SERVICES**

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:  
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western  
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.