

**POL SCI 3EE3 – NORTH-SOUTH RELATIONS  
FALL 2016**

**Instructor:** Dr. Nibaldo Galleguillos, Associate Professor  
**Class:** Tuesday, Wednesday & Friday: 12:30am–13:20pm  
**Location:** KTH/B 105  
**Office hours:** Tuesday & Wednesday: 11:00am-12:00pm  
KTH/542 (905-525-9140 x 23889)  
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***Course description***

Since the early European expansion in the 16<sup>th</sup> century, relations between nations in the so-called North-South divide have been and continue to be uneven, asynchronic, unfair, and one-sided. Today, these relations are more complex as they are also multifaceted. They include not only business, trade and commercial relations, but also outright military invasions, political destabilization, electoral democracy promotion, human rights conditionalities, multilateral and bilateral military agreements, cultural and religious antagonisms and, last but not least current tensions over migration movements. In this course, a critical perspective is adopted, which reflects the South's views on how the North and the South countries have responded to the changes that these relations have undergone through the years. The course revisits some of the main theoretical frameworks that have tried to account for these relations, along with a discussion of the legacy of colonialism, the impact of trade, foreign aid, and foreign debt on the South's development (or lack thereof), as well as the persistence of the North's interference in the economic and political affairs of Southern countries.

***Course expectations***

It is expected that at the conclusion of this course students will have learned to differentiate between perception and reality, and between rhetorical discourses and evidentiary facts, regarding the North's claims of support for the South's economic, social, and political development and the reality of the relations between them. In other words, the course aims to develop students' 'good sense' as opposed to so-called 'common sense' and/or 'conventional wisdom' views.

***Course requirements***

Marking for this course is determined by the following assignments:

1. A research paper worth 40 percent of the course grade, due on Tuesday 1 November 2016 at the beginning of the regular class. Instructions for the paper appear at the end of this course outline. Penalty for late papers will be one sub-

letter grade deduction for each working day of delay, up to a maximum of one week. After one week, the instructor may refuse to accept this assignment, unless proper medical certification stating a prolonged inability to fulfil academic responsibilities is provided. Marks for papers accepted by the instructor after one week of lateness will be lowered by one letter grade. Students must talk to the instructor with anticipation if they believe they have a legitimate reason for an extension. Other courses' assignments and students' other responsibilities do not qualify as legitimate excuses. The instructor assumes no responsibility for assignments left under his office door, faxed, or texted (none of which is advised).

2. An end-of-term examination worth 50 percent of the final grade, and held during the December examination period. All required readings and class discussions must be used in answering the corresponding questions. The final examination is two-and-half hour long. No aids allowed, except for the use of a dictionary by foreign students. This examination is cumulative. The examination comprises three sections: Section I asks for notions, definitions, and/or concepts discussed in class and readings. Section II is a compulsory essay question. Section III gives students a choice between two essay questions. Section I and III are worth 30 percent each while Section II is worth 40 percent of the examination.

3. Class participation, worth 10 percent of the final mark (at the instructor's discretion). A student's participation involves regular attendance and the active engagement in the discussion of required readings and instructor's lectures.

#### **Accommodation**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone at 905-525-9140 ext. 28652 or e-mail at [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University Policy for Academic Accommodation of Students with Disabilities.

#### **Academic Integrity**

Students are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials students earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of Zero on an assignment, loss of credit with a notation on the transcript (notation reads: "*Grade of F assigned for academic dishonesty*") and/or suspension or expulsion from the University.

It is the student's responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty refer to the Academic Integrity Policy located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group-work.
3. Copying or using unauthorized aids in tests and examinations.

**NB:** In addition to a hard copy, students must submit assigned work electronically at [gallegui@mcmaster.ca](mailto:gallegui@mcmaster.ca). Each written submission and assignment must include a statement signed by the student that the work is original and no plagiarism has been committed in its development and production.

### **Turnitin.Com**

In this course a web-based service (Turnitin.com) might be used to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a hard and electronic copy to the instructor on the due dates. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

### **Communication**

Students who communicate electronically with the instructor must at all times use their McMaster University email address, as other email addresses will not be acknowledged. Students are encouraged to visit the instructor during scheduled office hours or book an appointment. Students must regularly check Avenue to Learn for updates on the course (Power Point class presentations, messages, announcements, etc.).

### **Unexpected Circumstances**

The instructor and university reserve the right to modify elements of the course during the academic term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

### **Religious accommodations**

Students who require academic accommodation due to religious reasons, indigenous, and spiritual observances need to familiarize themselves with the University Policy on Academic Accommodation for Religious, Indigenous, and Spiritual Observances and discuss it as well with the instructor.

### **McMaster Student Absence Form (MSAF)**

This is an online, self-reporting tool for students to report absences that last up to three (3) days, and to request accommodation for any missed academic work that is worth less than 25 percent of the final grade. This tool cannot be used during any final examination period. It is the prerogative of the instructor to determine the appropriate relief for missed term work. Students may submit a maximum of one request per term. The form should be filled out immediately when the student is about to return to class after an absence. It is the student's responsibility to follow up in person with the instructor immediately (within two working days) about the nature of the accommodation. Students who have been absent for more than three (3) days, have missed academic work worth 25 percent, or more, or exceed one request per term must see their Faculty Academic Advisor. Students will be required to provide supporting documentation.

### ***Text requirements***

Required readings for the course are available at McMaster University Bookstore: Galleguillos, Nivaldo (2016). *POL SCI 3EE3 North/South Relations Coursepack*.

### ***Schedule of classes and required readings***

Attending classes is an important part of the learning process. While required readings provide a general background to the issues discussed in class, additional and complementary perspectives are presented and discussed in greater depth by the instructor. Questions pertaining to the readings are welcome in class. Assignments, especially the research paper and the final examination, must reflect familiarity with the readings and class discussions. Relevant films may be shown throughout the term.

**September 6.** Introduction. Explanation of course organization and assignments. Explaining the research paper: choosing a problem and a methodology. Use of online sources. Literature review. Advice on plagiarism.

**September 7.** Conceptualizing the meaning of North/South Relations. What is 'the North'? What is 'the South'? What is the meaning of 'relations'? Issues in North/South relations. Introducing the concept of 'unequal and uneven relations'.  
Required readings

Schafer, Jessica, Paul Haslam, & Pierre Beaudet: "Meaning, Measurement, and Morality in International Development," in Haslam, Schafer, & Baudet, *International Development. Approaches, Actors, and Issues*, 2<sup>nd</sup> edition. Toronto: Oxford University Press. Courseware, pp. 1-26.

**September 13 & 14.** Theoretical frameworks on North/South Relations: Modernization theories and the development/underdevelopment of the South.

Required readings

Randall, Vicky & Robin Theobald: "Towards a Politics of Modernization and Development," in Randall & Theobald (1998), *Political Change and Underdevelopment. A Critical Introduction to Third World Politics*, 2<sup>nd</sup> edition. Durham: Duke University Press. Courseware, pp. 27-42.

Recommended readings

Desai, Radhika: "Theories of Development," in Paul Haslam, Jessica Schafer & Pierre Beaudet (2015) *Introduction to International Development*, pp. 45-67.

**September 20 & 21.** Theoretical frameworks on North/South Relations: Dependency Theories and Post-development Approaches.

Required readings

Harrison, David: "Underdevelopment Theory," in David Harrison, *The Sociology of Modernization & Development*. Routledge. Courseware, pp. 43-62.

Recommended readings

Preston, P.W. (1996): "The Development Experience of Latin America: Structuralism and Dependency Theory" in *Development Theory: An Introduction* Oxford: Blackwell Publishers

Randall, Vicky & Robin Theobald (1998): "Dependency Theory and the Study of Politics" in *Political Change and Underdevelopment: A Critical Introduction to Third World Politics*, 2<sup>nd</sup> edition. Durham: Duke University Press.

Sahle, Eunice: "Post-Development and Alternatives to Development," in Haslam et al. op.cit. pp. 68-85.

**September 27 & 28.** The Colonial experience. Post-Colonialism. The Byzantine Debate.

Required readings

Weatherby, Joseph: "The Old and the New: Colonialism, Neocolonialism, and Nationalism," in Joseph Weatherby et al., *The Other World. Issues and Politics of the Developing World*. Courseware, pp. 63-92.

Recommended readings

Allina, Eric: "Imperialism and the Colonial Experience," in Paul Haslam, Jessica Schafer & Pierre Beaudet (2015) *Introduction to International Development*, pp. 28-44.

Khapoya, Vincent (1998): *The African Experience. An Introduction*, 2<sup>nd</sup> edition. NJ: Prentice Hall.

**October 4 & 5.** Multinational corporations: Engines of development or enforcers of underdevelopment?

Required readings

Higginbottom, Andy (2008): "Solidarity Action Research as Methodology. The Crimes of the Powerful in Colombia," in *Latin American Perspectives*, Issue 162, Vol. 35, No 5, September. Courseware, pp. 93-106.

Recommended readings

Barnet, Richard & Ronald Muller (1974): *Global Reach. The Power of the Multinational Corporations*. New York: Simon and Shuster.

United States Congress. Senate. Committee on Foreign Relations. Subcommittee on Multinational Corporations (1976). *Multinational Corporations and United States Foreign Policy: Hearings before the Subcommittee on Multinational Corporations of the Committee on Foreign Relations. United States Senate. Ninety-third.*

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| <p><b>October 10 to 15. Mid-term Recess. No classes held this week.</b></p> |
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**October 18 & 19.** The Political Economy of Foreign Aid and the Role of UN International Agencies in Fostering Development and/or Dependency: IMF, World Bank.

Required readings

Brown, Stephen: "National Development Agencies and Bilateral Aid," in Haslam, Schafer & Beaudet, op. cit. Courseware, pp. 107-138.

Recommended readings

Kharas, Homi (2014): "Development Assistance,": in Currier-Alder et al. *International Development: Ideas, Experience, & Prospects*. New York: Oxford University Press.

**October 25 & 26.** The Political Economy of Foreign Debt and the Role of International Lenders: IMF, World Bank.

Required readings

Aluko, Funso & Dare Arowolo (2010): "Foreign Aid, The Third World's debt crisis and the implication of economic development: The Nigerian experience," in

*African Journal of Political Science and International Relations*, vol. 4, April. Courseware, pp. 139-146.

Shafter, Jonathan (2007): "The Due Diligence Model: A New Approach to the Problem of Odious Debts," in *Ethics and International Affairs*, volume 21, Issue 1, March. Courseware, pp. 147-166.

#### Recommended readings

Wood, Robert (1986): *From Marshall Plan to Debt Crisis. Foreign Aid and Development Choices in the World Economy*. Berkeley: University of California Press.

**November 1 & 2.** U.S. Foreign Relations Doctrines: From Monroe's "Manifest Destiny" to Obama's "Extra-territorial executions".

#### Required readings

Delgado-Ramos, Gian Carlo & Silvina Maria Romano (2011): "Political-Economic Factors in U.S. Foreign Policy. The Colombia Plan, the Merida Initiative, and the Obama Administration," in *Latin American Perspectives*, Issue 178, Vol. 38, No 4, July. Courseware, pp. 167-182.

Clement, Christopher (2005): "Confronting Hugo Chavez: United States "Democracy Promotion in Latin America," in *Latin American Perspectives*, Issue 142, Vol. 32, No. 3, May. Courseware, pp. 183-202.

#### Recommended readings

Vanden, Harry & Gary Prevost (2015): "U.S.-Latin American Relations," in Vanden & Prevost, *Politics of Latin America. The Power Game*, 5<sup>th</sup> edition.

Weeks, Gregory (2008): *U.S. and Latin American Relations*. New York: Pearson, Longman.

**November 8 & 9.** Cuba-U.S. Relations. From Missile Crisis to a New Relationship.

#### Required readings

Renwick, Danielle & James McBride (2016): "U.S.-Cuba Relations," in Council of Foreign Relations, March 24. Courseware, pp. 203-208.

Sweig, Julia & Michael Bustamante (2013): "Cuba After Communism: The Economic Reforms that Are Transforming the Island," in *Foreign Affairs*, July-August. Courseware, pp. 209-232.

#### Recommended readings

Leogrande, William & Peter Kornbluh (2015): *Back Channel to Cuba: The Hidden History of Negotiations Between Washington and Havana*. University of North Carolina Press.

**November 15 & 16.** U.S. Destabilization Policies: Case study: Chile  
Required readings

Devine, Jack (2014): "What Really Happened in Chile," in *Foreign Affairs*, volume 93, Issue 4, July-August. Courseware, pp. 233-242.

Kornbluth, Peter (2007): "Declassifying U.S. Intervention in Chile," in *NACLA*. Courseware, pp. 243-252.

Recommended readings

*U.S. Senate Report on Covert Operations in Chile (1976).*

**November 22 & 23.** U.S. Post 9/11. Regime change approach: Case study: Iraq  
Required readings

Lieberfeld, Daniel (2005): "Theories of Conflict and the Iraq War," in *International Journal of Peace Studies*, Volume 10, Number 2, Autumn-Winter. Courseware, pp. 253-274.

Recommended readings

Sir John Chilcot (2016). *The Iraq Inquiry Report*, at [iraqinquiry.org.uk](http://iraqinquiry.org.uk)

**November 29 & 30.** U.S. Post 9/11. Regime change approach: Case study: The Middle East and the Refugee Crisis.  
Required readings

Diamond, Larry (2010): "Why Are There No Arab Democracies?" in *Journal of Democracy*, January, Volume 21, Number 1. Courseware, pp. 275-286.

Hammond, Timothy (2015): "The Mediterranean Migration Crisis," in *Foreign Policy Journal*, May 19. Courseware, pp. 287-298.

**December 6.** Course wrap up. Final exam preparation.

### Instructions for Research paper

Students are free to choose their own research question. The latter should address an aspect of the uneven and unequal relations between North/South countries at the present time. The essay should examine and discuss the chosen



research question by using supplementary, primary and/or secondary, reading materials relevant to the argument. **It must not be based solely on required readings** The 40 percent of the final grade assigned to this paper will be determined thus: (a) an **outline proposal** of the paper worth 5 percent. This outline is due on September 20, 2016, in class. The outline should be about 3-4 double-spaced pages and should include a general discussion of the topic; a clearly stated research question; a hypothesis or thesis, and a brief discussion of the purported evidence to support the argument; (b) an **annotated bibliography** worth 10 percent of the main sources being used to develop the paper's main argument. This lit review is due on October 19, 2016. A deduction of one point for each day of delay, up to a maximum of 5 points, will be enforced for students who fail to submit each one of these two assignments on time. Lastly, (c) a fully edited final version of their research paper, including all commented preliminary work, worth 25 percent, and due on Tuesday November 1, 2016, in classroom, at the beginning of the regular class. Essays may be submitted early.

Somewhere between 12 to 15 pages, not including title page and bibliographical references, would be an adequate length for this essay. Follow the APA or the Chicago Manual of Style guidelines for the writing of academic papers. Standard use of bibliographical references is a must. The paper must be typed; have a title page; all pages numbered; lines double-spaced; and wide margins (standard word processor format) left for comments.

On the same day that students submit the outline, annotated bibliography, and the final version of the paper they must also send an electronic copy of these assignments (in Word format) to [gallegui@mcmaster.ca](mailto:gallegui@mcmaster.ca). The outline, literature review, and the final paper should also include a statement signed by the student that the paper is original and that no plagiarism has been committed in its development and production. Academic offences (i.e. plagiarism) will be penalized in accordance with the regulations set by the University Senate.