-Sample-

Subject Outline

Subject Name: Government and Politics in Developing Areas

Subject Code: PL2110/3110

Study Period: Study Period 1, 2015

Study Mode: Internal & External

Campus: Townsville & Cairns

Subject Coordinator: Dr Surin Maisrikrod

*We acknowledge the traditional custodians of the lands where our University is located.*

Pre-requisites:

No pre-requisites.

This subject outline has been prepared by Dr.Surin Maisrikrod for the College of Arts, Society and Education, James Cook University. Updated: 2015.

|  |  |  |
| --- | --- | --- |
| *Q1. This subject is offered across more than one campus and/or mode and/or teaching period within the one calendar year.* | *Yes X* | *No* |
| *Q2. If yes [Q1], the design of all offerings of this subject ensure the same learning outcomes and assessment types and weightings.* | *Yes* | *No* |
| *Q3. If no [Q2], \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has authorised any variations*, *in terms of equivalence.* | | |

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# Staff Contact Details

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teaching team | Staff member | Room | Phone | Email | Consultation times\* |
| Subject Coordinator | Dr. Surin Maisrikrod | DA4-101 | X14774 | [Surin.maisrikrod@jcu.edu.au](mailto:Surin.maisrikrod@jcu.edu.au) | Wednesday and Thursday: 10-12noon |
| Lecturer/tutor | Dr. Surin Maisrikrod | DA4-101 | X14774 | Surin.maisrikrod@jcu.edu.au |  |
| Tutor 2 (Cns only) | A/P Doug Hunt |  |  | Douglas.hunt@jcu.edu.au | TBA |

\*Other consultation times by appointment only.

\*\*External students are encouraged to contact the lecturer during consultation times via Skype at: surinmai2

Section 1.Subject at a glance

* 1. Student participationrequirements

The JCU Learning, Teaching and Assessment Policy (4.3) indicates that,“a **3 credit point subject** will require a **130 hour work load** of study-related participation (including class attendance) over the duration of the study period, **irrespective of mode of delivery”**. This work load comprises **timetabled hours** and **other attendance requirements**, as well as **personal study hours,** including completion of assessment requirements. Note that “attendance at specified classes may be a mandatory requirement for satisfactory completion of some subjects” (Learning, Teaching and Assessment Policy, 5.9); and that additional hours may be required per week for those students in need of **English language, numeracy** or **other learning support.**

|  |  |  |  |
| --- | --- | --- | --- |
| Key subject activities | Time | Day/ Date | Room/ Location |
| Lecture | 1:00 – 2:50pm | Wednesday  Commences: 23 Feb 2015 | 9-002 Tsv; A21.002 Cairns |
| Tutorial Group 1 (Tsv) | 3 – 4pm | Wednesday  Commences: 4 March 2015 | 27-006 Tsv |
| Tutorial Group 2 (repeat) (Tsv) | 4 – 5pm | Wednesday  Commences: 4 March 2015 | 27-004 Tsv |
| Tutorial Group 3 (Cairns) (TBA) | tba | tba | tba |
| Tutorial attendance and participation is compulsory for internal students. |  |  |  |

For information on the days and times when lectures, tutorials, workshops, etc. are scheduled for all of your subjects, visit *JCU Lecture Timetables*at<http://www.jcu.edu.au/ttable/>

1.2 Key dates

|  |  |
| --- | --- |
| Key dates | Date |
| Census date | 26 March 2015 |
| Last date to withdraw without academic penalty | 17 April 2015 |
| Assessment task 1: Tutorial Participation/Weekly written commentaries (external students) – 10% | Weekly over 11 tute weeks |
| Assessment task 2: Minor Essay - 15% | 16 March 2015 |
| Assessment 3: Major Essay– 35% | Due Friday, 22 May 2015 |
| Assessment 4: Final Exam – 40% | TBA |

Section 2.Subject details

2.1 Subject description

This is a comparative politics subject, with an emphasis on nation-building in developing countries. It first introduces students to a variety of analytical approaches to understanding politics in the developing world. It will then compare important political practices and institutions of various countries, including structures of government, military in politics, bureaucratic politics, economic development, political parties and participation, civil society and democratisation, political violence and opposition. Empirically, the subject will focus on the Asia-Pacific region, a region of immense political, economic and strategic importance to Australia, but students will be given the opportunity to work on other parts of the developing world, such as Latin America, Africa and Eastern Europe.

2.2 Subject learning outcomes

* broaden students’ horizons on and appreciation of the different political systems and practices;
* enhance students skills in approaches to comparative political studies;
* enhance students skills in research and writing in the discipline of political science;
* provide students with the ability to analyse and evaluate political events in developing countries more critically;
* help evaluate students’ own political system against others.

Students who successfully complete this subject will be able to:

* deepen knowledge about contending analytical concepts and theoretical frameworks in comparative politics across developing countries in particular and political analysis in general;
* develop academic research and writing skills appropriate to political and public policy analysis relevant to studies of politics in developing countries;
* be exposed to major issues of politics and public policy in developing countries, particularly in Southeast Asia;
* be aware of their own biases and those of others’ towards developing countries.

2.3 Learning and teaching in this subject

This is a comparative politics subject. It discusses pertinent political issues commonly found in developing countries, and introduces students to key analytical concepts, theoretical frameworks and methods in conducting comparative political studies across countries. The field of comparative politics is broad in scope, both in terms of geographical areas and types of issues. In the context of this Subject, the focus will be on comparing political experiences of the 10 countries in Southeast Asia—Burma/Myanmar, Brunei, Cambodia, Indonesia, Malaysia, the Philippines, Laos, Thailand, Singapore, and Vietnam. Not only does this reflect my own background and interest - I am from Thailand and have worked in other Southeast Asian countries - it is also important to recognise that Southeast Asia is of immense political, economic and strategic importance to Australia.

Relevant materials on other parts of the developing world will be included as necessary. Students will also have the opportunity to work on countries in the South Pacific, Middle East, Africa, Latin America or Eastern Europe, if they so choose.

Comparative politics, a sub-field of political science, is basically about studying politics in other countries. It not only helps us understand what happens in other parts of the world, but it also enables us to evaluate more objectively what we have at home. Studying this subject should also make students more aware of their ethnocentrism or biases they have towards other countries, something that is crucial to creating a better international understanding and cooperation.

This subject begins with an overview of the Third World or developing world; what constitutes the Third World? How did the term “Third World” come about? How political/ideological is the term? How is the Third World popularly represented? Secondly, it introduces students to analytical approaches to comparing governments and politics in the developing countries. Thirdly, it compares key political practices and institutions of various countries, including structures of government, military in politics, economic development, political parties and participation, civil society and democratisation, political violence and opposition, ethnicity and politics, and the relationship between the developing countries and the West.

Note that this subject is not about country studies per se. It is thematic in approach, highlighting key political issues/problems or themes common across a number of developing countries. This should provide a “template” which a student can then use to study a country or countries of his/her interest.

The following are the main themes the subject will cover, using examples mostly from Southeast Asian countries:

**State- and Nation-Building**

* Changing Political Institutions and Processes: The Legacy of the Past
* Participation, Electoral Politics and Political Parties
* The Political Economy of Development
* Political Leadership

***Political Conflict, Resolution, and Change***

* Military in Politics
* Political Change and Democratisation (including the rise of the new political forces, civil society, and forms of political resistance)
* Ethnicity and Politics
* Revolution and Political Transition in the former Communist Countries in Asia, i.e., China and Vietnam.

***The Rise of East Asia and Its Impacts on the Relationship between Asia and the West***

* Exploring thoughts and ideas advanced by prominent Asian scholars and political leaders on important issues related to the relationship between the West and Asia.

The teaching method for this subject will be mainly a combination of lectures and tutorials. For internal students, there are three face-to-face contact hours per week: two hours of lectures and one hour of tutorials. The two-hour lectures will outline what I think is crucial to each of the topics specified in the subject syllabus.

Weekly lecture notes will be made available online--*LearnJCU*.

Tutorials are designed to encourage mutual learning among students. It is crucially important that each student read weekly tutorial reading(s) in advance. Students will be assessed in each of the tutorial sessions on the basis of their summaries, observations, arguments and analyses of the readings.

The key thing for students to succeed in this subject is to read the required and recommended materials for each week and to complete competently and in time all assignments. In terms of reading, first read thoroughly the **Required Readings** which are for the most part from the prescribed text. Students should complete these readings before each week’s lecture. Then read the **Recommended Readings**. Read as much as you can. Nothing can substitute for wide and critical reading.

Relevant audio-visual and case-study materials may be used to elaborate on relevant issues.

Students at advanced levels will be assessed more rigorously on their performance in tutorials, essays and exams.

**External students please note**:

Understandably, those who are doing this subject externally cannot expect the same level of interaction with your lecturer or fellow students, though communication with the lecturer *is* encouraged – by phone or email or Skype. On-line discussions may also be of help in this regard.

2.4 Student feedback on subject

As part of our commitment at JCU to improving the quality of our courses and teaching, we regularly seek feedback on your learning experiences. Student feedback informs evaluation of subject and teaching strengths and areas that may need refinement or change. ***YourJCU Subject and Teaching Surveys*** provide a formal and confidential method for you to provide feedback about your subjects and the staff members teaching within them. These surveys are available to all students through [LearnJCU](https://learnjcu.jcu.edu.au/webapps/portal/frameset.jsp). You will receive an email invitation when the survey opens. We value your feedback and ask that you to provide considered feedback for each of your subjects.

2.5 Subject resources and special requirements

Burnell, Peter, Vicky Randall, and Lise Rakner. (Eds.). (2011). ***Politics in the Developing World* (3rd ed).**Oxford: Oxford University Press***.*** (**PIDW** below).

The Text can be purchased from the JCU Bookshop. It is also available in the two libraries—Townsville and Cairns—on a two-day loan.

Both internal and external students will be required to complete weekly **Required Readings** as specified in the Subject Outline.

All other recommended readings (listed under each week’s lecture topic) and tutorial readings are available online via the Library’s website. Some readings are available directly from open websites (in which case, it is indicated in the subject outline).

**Other Useful References include:**

**JOURNALS (MOST ARE AVAILABLE IN THE JCU DIGITAL LIBRARY)**

*Asian Studies Review*

*Asian Survey*

*Asia Week*

*Asia Yearbook*

*Contemporary Southeast Asia*

*Critical Asian Studies*

*Democratization*

*Journal of Commonwealth and Comparative Politics*

*Journal of Democracy*

*Journal of Developing Societies*

*Journal of International Affairs*

*Journal of Politics*

*Pacific Review*

*Pacific Affairs*

*Political Science Quarterly*

*Politics and Society*

*Social Politics: International Studies in Gender, State and Society*

*Southeast Asian Affairs*

*Third World Quarterly*

*World Politics*

**BOOKS**

Caballero-Anthony, Mely.(2010). *Political Change, Democratic Transitions and Security in Southeast Asia*. London: Routledge.

Croissant, Aurel and Bute, Marco.(Eds.). (2011). *The Crisis of Democratic Governance in Southeast Asia*. Hampshire, UK: Palgrave Macmillan.

Dayley, Robert and Neher, Clark D. (2010).*Southeast Asia in the New International Era (5thedn)*. Boulder, CO: Westview Press.

Johan Saravanamuttu, Johan. (2010). *Islam and Politics in Southeast Asia*. London: Routledge.

Rasiah, Raja and Dragsbaek, Johannes.(2010). *New Political Economy of Southeast Asia*.Cheltenham Glos, UK: Edward Elgar Publishing.

Robinson, Richard. (2011). *Routledge Handbook of Southeast Asia*. London: Routledge.

Section 3. Assessment details

3.1 Requirements for completion of subject

In order to pass this subject, you must:

* Complete all of the assessment components and obtain an aggregate mark of at least 50% of the possible total, including at least 40% in the final examination.
* Tutorial attendance and participation iscompulsory for internal students**.**
* External students are required to submit weekly a written summary/review of about 500-700 words each on *weekly tutorial readings* (not weekly lecture readings).Submission must be done via *SafeAssignment*, *LearnJCU* by Friday of the week of the relevant tute. Late submission is not accepted.

It is important to be aware that assessment “is **always subject to final ratification** following the examination period and that **no single result represents a final grade** in a subject” (Learning, Teaching and Assessment Policy 5.21.).

***Please indicate to me as soon as possible if you have any difficulties – academic, personal or otherwise – that can affect your academic performance, so that an arrangement may be made in advance.***

3.2 Feedback on student learning

* Feedback on first assessment item will be provided before 26 March 2015, the Census date. This will give students an opportunity to reassess their own performance and to make a decision whether they wish to continue in the subject.
* Feedback on tutorial participation (for internal students) and on weekly commentaries (for external students) will be provided during the lecture recess week (27 April – 3 May 2015).
* Except in exceptional circumstances, your major essay will be marked and returned to you no later than three weeks from the date of submission.

3.3 Assessment Tasks

**ASSESSMENT TASK 1: TUTORIAL PARTICIPATIONAND WEEKLY COMMENTARIES (FOR EXTERNAL STUDENTS)**

|  |  |
| --- | --- |
| Aligned subject learning outcomes | * broaden students’ horizons on and appreciation of the different political systems and practices; * enhance students skills in approaches to comparative political studies; * evaluate students’ own political system against others. |
|  |  |
| **Group or individual** | *Individual* |
| **Weighting** | *10%* |
| **Due date** | *Continuing assessment over 11 tutorials.* |

**ASSESSMENT TASK 1: DESCRIPTION**

The main purpose of each week’s tutorial is to further elaborate on topics discussed in class or to give contrasting views on the same issue. Students are expected to do a critical evaluation of each tutorial reading and to try to relate it to current political/policy issues in developing countries. In evaluating a tutorial reading, students should try to follow the following guidelines as much as possible: 1) summarise the main points/arguments in the reading (s), 2) compare it with other readings on the same topic; and 3) discuss its relevance to current political/public policy issues in the developing world.

Students are also encouraged to actively participate on the online tutorial forum – Tutorial Discussion Board -- as a way to discuss or ask further questions about relevant tutorial readings/topics that we might not have enough time to cover during our face-to-face meetings. This online forum is also a way to allow external students to have discussions with their internal cohorts. A number of tutorial sessions may be entirely conducted online on this forum.

External students are required to submit weekly a written summary/review of about 500-700 words each on *weekly tutorial readings* (not weekly lecture readings). Submission must be done via *SafeAssignment*, *LearnJCU* by Friday of the week of the relevant tute.

**ASSESSMENT TASK 1: CRITERIA**

Students will be assessed in each of the tutorial sessions (or weekly commentaries in the case of external students) on the basis of their summaries of, observations and critical comments on, and analyses of each tutorial reading.

For internal students, Tutorial Participation is compulsory, out of which a student must achieve at least 40% to pass the subject. While attendance is integral to achieving this, tutorial marks are not given on the basis of attendance. Students must try to contribute to discussion as actively as they can. (Those who have problems finding time to attend tutorials should consider taking this subject externally).

**ASSESSMENT TASK 2: COMPARISON OF THE SAME ISSUE ACROSS TWO COUNTRIES**

|  |  |
| --- | --- |
| Aligned subject learning outcomes | * broaden students’ horizons on and appreciation of the different political systems and practices; * enhance students skills in approaches to comparative political studies; * enhance students skills in research and writing in the discipline of political science; * provide students with the ability to analyse and evaluate political events in developing countries more critically; * evaluate students’ own political system against others. |
|  |  |
| **Group or individual** | *Individual* |
| **Weighting** | *15%* |
| **Due date** | *Monday, 16 March 2015 (beginning of Week 4)* |

**ASSESSMENT TASK 2: DESCRIPTION**

Choose two developing countries (preferably in Southeast Asia), identify a similar major political issue, and then critically compare it across the two countries.

Source materials for the assignment must include scholarly books, journal articles, as well as current newspaper and/or magazine reports, and relevant government or non-government websites from the chosen countries.

(Note: It is important to think through well about what you want to do for this assignment as this could be later developed into your final essay).

**ASSESSMENT TASK 2: CRITERIA**

This assignment is to assess the level of students’ ability:

1). To select pertinent and relevant political issues of their chosen countries;

2). To select a relevant concept or concepts or a theoretical framework that a student might use in his/her major essay, and;

3). To select relevant primary and secondary sources – scholarly works as well as other sources (media, government, etc.) from the chosen countries.

This assignment is between 1500 – 2000 words long.

**ASSESSMENT TASK 3: MAJOR ESSAY**

|  |  |
| --- | --- |
| Aligned subject learning outcomes | * enhance students skills in approaches to comparative political studies; * enhance students skills in research and writing in the discipline of political science; * provide students with the ability to analyse and evaluate political events in developing countries more critically; |
|  |  |
| **Group or individual** | *Individual* |
| **Weighting** | *35%* |
| **Due date** | *Friday, 22 May 2015 (End of Week 12) via Safe Assignment, LearnJCU* |

**ASSESSMENT TASK 3: DESCRIPTION**

Students are required to apply a relevant concept or concepts (or a theoretical framework or frameworks) to analyse a political issue across two developing countries of their choice. As mentioned above, students may develop the major essay from their first assignment.

Your argument or finding and the chosen concept or concepts should be introduced earlier on in your essay, i.e. in the first paragraph.

Source materials should cover both primary and secondary sources – scholarly works as well as others (media, government, etc.) from the chosen countries.

Students are encouraged to submit their draft essays to receive my feedback. Submission box for the draft will be created on *LearnJCU*.

The length of major essay:

For 2nd year students: 2,000 – 3,000 words.

For advanced year students: 2,500 – 3,500 words.

**SUGGESTED AREAS FOR MAJOR ESSAY**

1. Elections
2. Democratisation
3. Political Parties
4. Civil Society Movement
5. Women’s Movements
6. Ethnicity and Political Conflict
7. Compare Political Leaders in Asia
8. Good governance in developing countries

10.Compare the February 1986 Event in the Philippines and the May 1992 Crisis in Thailand

11. Asian Development Models

12. Compare the military’s political influence in politics—Burma, Indonesia, Thailand, Fiji, Pakistan.

13. Political thoughts and ideas of key Asian thinkers.

Note that these are only broad topic areas. You still need to find and develop your own specific focus and argument.

Students are encouraged to discuss with the lecturer/tutor their research topics and questions, conceptual/analytical framework, and possible sources of data.

In their final essays, students are required to useconcept(s) or analytical framework(s) that are discussed in this Subject.

**ASSESSMENT TASK 3: CRITERIA**

Broadly, the major essay tests the following key aspects:

* Ability to apply a theoretical framework (s) or a concept(s) to analyse a political/policy issue (meaning, an ability to derive some theoretically relevant meanings from facts/political events);
* Ability to research on a topic (e.g. finding appropriate sources, including those from the chosen countries);
* Ability to structure and write coherently, descriptively, analytically, and argumentatively;
* Bibliographic and referencing skills.

Please note below more details on this piece of assessment in the “assessment rubric”, especially the different weightings of each of the aspects.

Major Essay – Weightings of Key Aspects

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **HD** | **D** | | | **C** | | **P** | | **N** | **100%** |  |
| **CONTENT (75%)** |  | | | | | | | | |  |  |
| Demonstrates a good understanding of a chosen theory(ies) or concept(s) and clearly states the relevance of the theory(ies) or concept(s) to essay topic |  | |  |  | |  | |  | |  | The essay does not show sufficient understanding of relevant theories |
| State main argument or finding explicitly and clearly. |  | |  |  | |  | |  | |  | Argument/finding not stated explicitly and clearly. Argument is not well-elaborated and substantiated |
| Evidence of having read extensive relevant theoretical **literature** on the topic. |  | |  |  | |  | |  | |  | Little or no evidence of having read the relevant literature. |
| Evidence of having read extensive relevant empirical literature on the topic. The topic is well-elaborated. |  | |  |  | |  | |  | |  | Little or no evidence of having read the relevant literature. The topic is not well-elaborated. |
| Both types of literature are well **integrated** and every point is clearly supported by strong evidence. |  | |  |  | |  | |  | |  | The two types of literature are not well integrated |
| Sources include scholarly books, journals, popular magazines and newspapers and relevant websites. |  | |  |  | |  | |  | |  | Limited variation of sources. |
| Appropriate use of **examples** to illustrate ideas |  | |  |  | |  | |  | |  | Lack of examples, or incorrect application of examples. |
|  |  | |  |  | |  | |  | |  |  |
| **SUB-TOTAL** |  | |  |  | |  | |  | |  |  |
| **ORGANISATION (10%)** | | | | | | | | | | |  |
| An inviting **introduction** draws the reader in; a satisfying **conclusion** leaves the reader with a sense of closure. |  | |  |  | |  | |  | |  | There is no real attempt to set-up what follows, no real conclusion to wrap things up. |
| Structure and **sequence** of ideas is logical and effective. |  | |  |  | |  | |  | |  | There is no identifiable internal structure or sequence. |
|  |  | |  |  | |  | |  | |  |  |
| **SUB-TOTAL** |  | |  |  | |  | |  | |  |  |
| WRITING SKILLS (10%) | | | | | | | | | | |  |
| The writer demonstrates a good grasp of standard **writing conventions** (i.e. spelling, punctuation, grammar). |  |  | |  | |  | |  | |  | Errors in spelling, punctuation, capitalisation, and grammar repeatedly distract the reader and make the text difficult to read. |
| **Words** are specific and accurate. It is easy to understand just what the writer means. |  | | |  | |  | |  | |  | Poor word choice and/or spelling errors that distract from the content |
| **Sentences and paragraphs** are well constructed, with natural flow/rhythm, and expressive, varied structure. |  |  | |  | |  | |  | |  | Sentences and paragraphs are choppy, incomplete, rambling or awkward. |
| **SUB-TOTAL** |  |  | |  | |  | |  | |  |  |
| REFERENCING (5%) | | | | | | | | | | |  |
| Style is indicated. Conventions are diligently followed when citing sources **in text** |  | |  |  | |  | |  | |  | Sources not identified using a correct style |
| The **reference list** is presented alphabetically, using correct style |  | |  |  | |  | |  | |  | The reference list is incomplete, references are poorly constructed or are not sorted alphabetically |
| **SUB-TOTAL** |  | |  |  | |  | |  | |  |  |
|  | | | | | | | | | | |  |
| **GRAND TOTAL** | | | | | | | | | |  |  |

COMMENT:

**ASSESSMENT TASK 4: FINAL EXAMINATION**

|  |  |
| --- | --- |
| Aligned subject learning outcomes | * broaden students’ horizons on and appreciation of the different political systems and practices; * enhance students skills in approaches to comparative political studies; * enhance students skills in research and writing in the discipline of political science; * provide students with the ability to analyse and evaluate political events in developing countries more critically; |
| **Group or individual** | *Individual* |
| **Weighting** | *40%* |
| **Date** | *“In the examination period”* |
| **Duration** | *2 hours* |
| see **Special Consideration, Supplementary, Deferred and Special Examinations Requirements <**<http://www.jcu.edu.au/policy/allitoz/JCUDEV_005344.html>> | |

**ASSESSMENT TASK 4: EXAMINATION DESCRIPTION**

The exam will take place at the end of the semester. It will be based on the key content areas covered in lectures, prescribed readings and tutorial readings. The exam will be two hours long. Advice on the format and content of the exam will be given in Week 13. Normally, essay questions form the main part of the final exam.

**ASSESSMENT TASK 4: FINAL EXAMINATION CRITERIA**

**In answering essay questions, students must show:**

* Ability to advance a clear argument;
* Ability to discuss and relate relevant concepts or theories to analysing politics in developing countries;
* Sufficient awareness or understanding of political issues in developing countries raised in a chosen question;
* Ability to structure and write coherently, descriptively, analytically, and argumentatively.

Section 4.Other information about assessment and student support

4.1 Submission and return of assessment

All written assignments must be submitted via the ***LearnJCU*’sSafeAssignmentDrop Box**, by the due date.(A hard copy is not required). Please make sure to include a cover page of your essay with your name, subject code and title and the title of your essay, the failure of which may cause delay in marking and returning of your essay.

You must always retain a copy of all assignments submitted.

Except under exceptional circumstances, assignments will be returned no later than three weeks after the submission date.

Submission via email attachment is not accepted.

Late submission of assessable piece of work attracts a penalty of 5 % per day (including holidays and weekends). A student who submits her/his essay late must notify me by email, so that I can revisit and access the Safe Assignment box and mark it in a timely manner. Late submission – approved or otherwise - of more than five days after the due date will be marked but no comments will be given.

Applications for an extension should be supported by documentation, if appropriate, and made to the lecturer or tutor responsible, as soon as the reason for such a request emerges.

Except in special circumstances, no outstanding written work will be accepted after the last day of the end of semester examination period.

4.2 Plagiarism and referencing

Plagiarism occurs when writers claim ownership of written words or ideas that are not their own. Plagiarism is a **form of cheating** and any instances of plagiarism will be dealt with promptly according to University procedures. Please see the **JCU Student Academic Misconduct Requirements Policy**

<<http://www.jcu.edu.au/policy/student/rights/JCUDEV_005375.html>>

Referencing is a systematic way of acknowledging the sources that you have used. Students should check out the very helpful online resources relating to academic writing, referencing and avoiding plagiarism at:

* Writing and Maths Skills Online <http://www-public.jcu.edu.au/learningskills/resources/wsonline/index.htm>

(In particular, the booklet [Summarising, Paraphrasing & Avoiding Plagiarism](http://www.jcu.edu.au/office/tld/writingskills/documents/SP&Pac030406.pdf)is a very useful guide).

* The Referencing Libguide<<http://libguides.jcu.edu.au/referencing>>
* What is Plagiarism?<<http://www.jcu.edu.au/student/assessmentexams/misconduct/JCU_090850.html>>

4.3 Important advice relating to examinations

If you experience **difficulties or serious circumstances**before or up to the day of your exam, which you believe may affect your ability to sit the exam successfully or perform at your best, you can apply for special consideration in the marking of your exam. Please see the JCU **Special Consideration, Supplementary, Deferred and Special Examinations Requirements <**<http://www.jcu.edu.au/policy/allitoz/JCUDEV_005344.html>>

If you are unable to attend an exam at the scheduled time due to extenuating circumstances/circumstances beyond your control, you may apply for a deferred exam. **Deferred exams** are granted in **exceptional circumstances** such as **severe medical conditions** or family or personal **trauma**. For further information, visit

<<http://www.jcu.edu.au/student/assessmentexams/exams/JCU_096513.html>>

4.4 Student support

James Cook University is committed to ensuring people with disabilities, injuries, illnesses or health conditions are able to participate to the fullest possible extent in the educational programs offered by the University and all other aspects of University life. Students with disabilities, injuries, illnesses or health conditions, who require special arrangements or consideration, should contact **Access*Ability* Services**(see table below).

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| **If you want further information regarding:** | **Visit the URL** |
| Access*Ability* Services | <http://www.jcu.edu.au/disability/index.htm> |
| Accommodation | [www.jcu.edu.au/accommodation/](http://www.jcu.edu.au/accommodation/) |
| Careers and employment | [www.jcu.edu.au/careers/](http://www.jcu.edu.au/careers/) |
| Childcare | <http://www.jcu.edu.au/student/support/JCUPRD_017384.html> |
| Counselling | [www.jcu.edu.au/student/counselling/](http://www.jcu.edu.au/student/counselling/) |
| Enrolment | <http://www.jcu.edu.au/student/enrolment/index.htm> |
| Feedback and complaints | <http://www.jcu.edu.au/student/complaints/index.htm> |
| Fees and financial support | [www.jcu.edu.au/student/Loans/studentloans/](http://www.jcu.edu.au/student/Loans/studentloans/) |
| Inclusion and engagement | <http://www.jcu.edu.au/studentequity/> |
| Indigenous student support | <http://www.jcu.edu.au/austindigenousinfo/> |
| Information for current students | [www.jcu.edu.au/student/](http://www.jcu.edu.au/student/) |
| International student support | <http://www.jcu.edu.au/international/> |
| Learning skills/ Language support | <http://www-public.jcu.edu.au/learningskills/> |
| Library and computing services | <http://www-public.jcu.edu.au/libcomp/index.htm> |
| Librarians – Faculty | <http://www-public.jcu.edu.au/libcomp/library/contacts/liaison/index.htm> |
| Responsibilities and rights | <http://www.jcu.edu.au/student/JCU_128192.html> |
| Review of Assessment and Student Access to Scripts and Materials Policy | <http://www.jcu.edu.au/policy/allitoz/JCUDEV_005333.html> |
| Special Consideration, Supplementary, Deferred and Special Examinations Requirements | <http://www.jcu.edu.au/policy/allitoz/JCUDEV_005344.html> |
| Student Academic Misconduct Requirements | <http://www.jcu.edu.au/policy/allitoz/JCUDEV_005375.html> |
| Student Policies | <http://www.jcu.edu.au/policy/student/> |
| Student Association | <http://www.jcu.edu.au/studentassoc/> |

Section 5.Subject calendar

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| **Week/Date** | | **Subject Activity 1 (Lecture)** | **Readings/Preparation** | **Subject activity 2 (Tutorial)** | **Readings/Preparation** | **Relationship to Assessment** |
| 1 | 25 Feb | **PART I: GEOGRAPHY AND HISTORY**  *INTRODUCTION*   * Structure of the subject/organisation * The Third World/Developing World: Definition and Brief History * Nationalism and Independence. | ***Required Reading:***  **PIDW**, “Introduction”  Calvert, Peter and Calvert, Susan. (2007). The Developing World. In their ***Politics and Society in the Developing World*** (3rd Ed.). London: Longman.  ***Recommended Reading:***  Isbister, John. (1995). Nationalism and Independence. In his ***Promises Not Kept: The Betrayal of Social Change in the Third World*** (3rd Ed.). West Hartford, Connecticut: Kumarian Press. | No tutorial this first week | None | None |
| 2 | 4 March | **PART II: APPROACHES TO THE STUDY OF THIRD WORLD POLITICS**  *COMPARATIVE POLITICS: THEORY AND METHODS* | ***Required Reading*:**  **PIDW**, Chapter 1, “Analytical approaches to the study of politics in the developing world”.  ***Recommended Reading:***  Lim, Timothy C. (2006). Introduction: Doing Comparative Politics? In his ***Doing Comparative Politics: An Introduction to Approaches and Issues***. Boulder and London: Lynne Rienner Publisher. | **Tute No. 1**  What is Research?   * Why argument – advancing your own idea? * Finding out what others say vs demonstrating your own finding. * What is data? * Theories and Concepts   (Ask as many questions as you can about research essay for this subject).  . | Read:  Neuman, W. Lawrence. (2000). “Science and Research” (Chapter 1). In his *Social Research Methods: Qualitative and Quantitative Approaches* (4th ed.). Boston: Allyn and Bacon | This I This is to give students a very good grounding in research methods, which important to them doing well in their essays. |
| 3 | 11 March | **PART III: STATE- AND NATION- BUILDING**  ***STATE- AND NATION-BUILDING: MODERNIZATION, POLITICAL ORDER AND POLITICAL DEVELOPMENT*** | ***Required Reading*:**  **PIDW**, Chapter 12, “Theorizing the State”.  ***Recommended Reading:***  Calvert, Peter and Calvert, Susan. (2007). State-building (Chapter 7). In their *Politics and Society in the Third World* (3rd Ed.). London: Longman.  Smith, B.C. (2003). Bureaucracy and Political Power. In his *Understanding Third World Politics: Theories of Political Change and Development*. Hampshire and New York: Palgrave-MacMillan. | **Tute No. 2**  Related to Weeks 1 &2 lectures--  Approaches to Understanding Politics in Developing Countries. | *Read:*  McCormick, John. (2007). “Introduction” In his *Comparative Politics in Transition* (5th Ed.). Australia and UK: Thomson/Wadsworth. | The Reading will give students key concepts and methods in comparative politics, something students need to consider in their essays and exam. |
| 4 | 18 March | **PART IV: POLITICAL CONFLICT, RESOLUTION AND CHANGE**  ***DEMOCRATISATION AND INSTITUTIONAL CHANGE: PROBLEMS AND PROSPECTS*** | ***Required Reading****:*  **PIDW**, Chapter 14, “Democratization”.  ***Recommended Reading:***  Croissant, Aurel and Bute, Marco.(Eds.). (2011). *The Crisis of Democratic Governance in Southeast Asia*. Hampshire, UK: Palgrave Macmillan. (a chapter to be advised). | **Tute No. 3**  Related to Week 3 lecture--  State- and Nation-Building | *Read:*  **PIDW,** Chapter 20, “Reconfiguring the Political Order” [Read one or both on (a) Indonesia, and (b) South Africa] | The issuTo enhance students’ understanding of the issue of state- and nation-building, which is of great significance to countries in the developing world. It means first of all a building of key institutions, be they political, economic, bureaucratic, and cultural and educational. These various institutions are essential to day-to-day running of a country. |
| 5 | 25 March | ***PARTICIPATION, ELECTORAL POLITICS AND POLITICAL PARTIES*** | ***Required Reading****:*  Ufen, Andreas. (2012). Party Systems, Critical Junctures and Cleavages in Southeast Asia. *Asian Survey.* Vol. 52, No. 3 (May/June 2013). (eJournal)  ***Recommended Reading:***  Croissant, Aurel (2007). Electoral Reform and Party Systems in East Asian Democracies: A Comparative Analysis with Implications for Thailand. *Occasional Papers (September 2007)*. Bangkok: Friedrich Ebert Stiftung Foundation.  Available at:  http://library.fes.de/pdf-files/bueros/thailand/07041.pdf | **Tute No. 4**  Related to Week 4 lecture--  Democratization and Institutional change | *Read:*  Croissant, Aurel and Bute, Marco.(Eds.). (2011). *The Crisis of Democratic Governance in Southeast Asia.*Hampshire, UK: Palgrave Macmillan. (a chapter to be advised).  AND  Saikai, Amin. (2011). Authoritarianism, Revolution and Democracy: Egypt and Beyond”. *Australian Journal of International Affairs* Vol.65, no. 5, pp.530-544.  (eJournal | To deepen students’ understanding of the way democracy has been the most dominant form of the modern state or political system, with most countries around the world adopting the system and practice. It is now “the only game in town”, different societies do not necessarily have the same experience with democracy. |
| 6 | 1 April | ***CIVIL SOCIETY, POLITICAL OPPOSITiON, AND REGIME CHANGE*** | ***Required Reading:***  **PIDW**, Chapter 10, “Civil Society”, and Chapter 9, “Women and Gender”.  ***Recommended Reading:***  Naruemon Thabchumpon and McCargo,Duncan. (2011). Urbanized Villagers in the 2010 Thai Redshirt Protests. *Asian Survey*, Vol. 51, No. 6 (November/December 2011), pp. 993-1018  Available at:  http://www.jstor.org/stable/pdfplus/10.1525/as.2011.51.6.993.pdf?acceptTC=true | **Tute No. 5**  Related to Week 5 lecture—Political Participation, Electoral Politics and Political Parties | Read:  Schedler, Andreas. (2006). “The Logic of Electoral Authoritarianism”. In his *Electoral Authoritarianism: The Dynamics of Unfree Competition*. Boulder and London: Lynne Rienner Publisher. | Elections, political parties and political participation are important components of democracy. Analysts tend to relate their understanding and experience of what happen in Western democracies to discuss elections, political parties, and elections in developing countries. A careful analysis of these political practices in developing countries gives us quite a different picture. |
| 7 | 8 April | ***MILITARY and AUTHORITARIANISM*** | ***Required Reading:***  Handelman, Howard. (2006). “Soldiers and Politics” (Chapter 9). In his *The Challenge of Third World Development (* 4th ed.). Upper Saddle River, New Jersey: Pearson-Prentice Hall.  ***Recommended Reading:***  Calvert, Peter and Calvert, Susan. (2007). Dictatorship and Democratisation. In their *Politics and Society in the Developing World* (3rd Ed.). London: Longman. | **Tute No. 6**  (Related to Week 6 lecture—Civil Society, Political Opposition and Regime Change. | Read:  Forrester, Geoffrey. (1998). “Introduction” (Chapter 1); Young, Ken. (1998). “The Crisis: Contexts and Prospects” (Chapter 5); Aspinall, Ed. (1998). “Opposition and Elite Conflict in the Fall of Soeharto” (Chapter 6). All in Forrester, Geoff and May, R.J. *The Fall of Suharto*. Bathurst, New South Wales: Crawford House Publishing.  *PLUS*  Asia Foundation. 2008. “10 Year Anniversary of Suharto’s Fall – How Far Has Indonesia Come?”  Available at: http://asiafoundation.org/in-asia/2008/05/28/10-year-anniversary-of-  *AND*  “Democracy in Southeast Asia: The Indonesian Surprise”, *The Economis*t, April 2, 2009. | In many countries, democracy is an outcome of a regime change—from a military or an authoritarian regime, for example. In this situation, democracy itself is often employed as an organizing mechanism for political opposition against authoritarianism. Democracy, in turn, is strengthened by on strong civil society. So, there is an intimate relationship between democracy, civil society, political opposition and regime change. |
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| 8 | 15 April | ***ETHNICITY AND POLITICS*** | ***Required Reading***:  **PIDW**, Chapter 7, “Ethnopolitics and Nationalism”.  ***Recommended Reading:***  Santamaria, M.C.M. 2004. Framing Ethnic Conflict and the State in Southeast Asia. *Kasarinlan: Philippine Journal of Third World Studies* 2004 19(1): 4-36  **Available at:**  ***http://journals.upd.edu.ph/index.php/kasarinlan/article/view/658/660***  Brown, David. (1994). Ethnicity and the State (Chapter 1). In his *The State and Ethnic Politics in Southeast Asia*. London and New York: Routledge. | **TuteNo. 7**  Related to Week 7 lecture—Military and Authoritarianism | Read:  Mietzner, Marcus. 2006. The Politics of Military Reform in Post-Suharto Indonesia: Elite Conflict, Nationalism, and Institutional Change. *Policy Studies 23*. East-West Center, Washington, DC.  (Selected parts. For full version of the Paper, please visit the Website of the East-West Center). | MMilitaMilitary rule is synonymous with authoritarianism. In the Post-WW II period until in the late 1970s or early 1980s a large number of developing countries were under military rule. Only in the post-Cold War period since the early 1990s that military involvement in politics faded considerably. |
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| **Week /Date** | | **Subject activity 1 (Lecture)** | ***Readings/Preparation*** | **Subject activity 2 (Tutorial)** | **Readings/Preparation** | **Relationship to Assessment** |
| 9 | 22 April | ***THE POLITICAL ECONOMY OF DEVELOPMENT*** | ***Required Reading:***  **PIDW**, Chapter 16, “Development”, and Chapter 6, “Inequality”.  ***Recommended Reading:***  Stubbs, Richard. (2009). Whatever happened to the East Asian Developmental State? The unfolding debate. *The Pacific Review,* 22: 1, 1 — 22.  Handelman, Howard. (2006). “The Political Economy of Third World Development” (Chapter 10). In his *The Challenge of Third World Development,* (4th ed.). Upper Saddle River, New Jersey: Pearson-Prentice Hall. | **Tute No. 8**  Related to Week 8 lecture—Ethnicity and Politics. | Read:  Chua*,* [Christian,](javascript:void(0);)(2004). Defining Indonesian Chineseness Under the New Order. [*Journal of Contemporary Asia*](http://proquest.umi.com/pqdweb?RQT=318&pmid=20187&TS=1185354230&clientId=20960&VInst=PROD&VName=PQD&VType=PQD)**.** 34(4): 465-80. (eJournal)  Also read:  Commentaries on the Indonesian Chinese from the Website:  http://www.insideindonesia.org/edition-95/chinese-indonesians-ten-years-after-reformasi | Nation-states are a relatively new political invention. Peoples of different religious, racial and ethnic origins commonly existed before the emergence of these modern political units. In many countries in the developing world, the formation of nation-states cause conflict and tension among peoples of different geographical, ethnic, religious or cultural origins as these people do not necessarily see themselves as part of the new political institutions or as being fairly represented or treated by the people who are in control of the new state. |
| 10 | 6 May | ***TRANSITION IN FROM SOCIALISM TO CAPITALISM – CHINA AND VIETNAM*** | ***Required Reading:***  Chu Thi TrungHau and Paul Dickie. (2006). *Economic Transition in Vietnam: DoiMoi to WTO*. Manila, The Philippines: Asian Development Bank.  N’Diaye. (2010). *Transforming China: Insights from the Japanese Experience of the 1980s*. Washington, D.C.: International Monetary Fund | **Tute No. 9**  Related to Week 9 Lecture--  The Political Economy of Development. | Read:  United Nations Economic Commission on Africa (UNECA). (2011). Africa’s Need for a Developmental State: Opportunities and Challenges. In *Economic Report on Africa 2011*. Available at:  http://www.uneca.org/era2011/chap5.pdf | EconoE Economic development is among key objectives that countries in the developing world strive to achieve. Economic development is an important “pillar” for state- and nation-building. We will be looking at strategies that some countries adopted, such as import-substitution industrialisation and export-oriented industrialisation strategies. |
| 11 | 13 May | **PART V: RELATIONSHIP WITH THE WEST**  ***DEVELOPING COUNTRIES AND THE WORLD ECONOMY***  As mentioned in the Introduction in Week 1, there are only a handful of countries that possess most of the world’s wealth. Most countries continue to be relatively poor, although aggregate growth in industrialization, trade and investment around the world has increased. This means that there are only a small number of countries that have benefited more than others. How do we understand the economic position of these developing countries relative to the advanced ones? How relevant are such notions as “comparative advantage” or “competitive advantage” or “competition state” in understanding the position of these countries in the world economy? | ***Required Reading:***  **PIDW**, Chapter 5, “The Developing World in the Global Economy”, and Chapter 5, “The Developing World in International Politics”. | **A brief presentation of final essay topic/draft** |  |  |
| 12 | 20 May | ***THE RISE OF EAST ASIA: DEVELOPING COUNTRIES CHALLENGING THE WEST?***  The last two decades of the 20th Century saw an emergence of a new power block in the world, namely East Asia. These countries have become more assertive since the 1980s as a result of their economic development. They feel that they are able to “catch up” with the West, economically speaking. Their assertiveness has extended to the areas of politics and diplomacy as well. They have challenged some of the key ideas from the West, such as democracy and human rights, and other areas of public policies like education and welfare provisions. | ***Required Viewing:***  Mahbubani, Kishore. (2008).A Conversation with History on *“The Rise of Asia and Decline of the West* [Video file]. Video posted to http://www.youtube.com/watch?v=zIaVB-k7QlY  ***Recommended Reading:***  Mahbubani, Kishore. (2002). “Introduction”, “Can Asians Think?”, “Asia’s Lost Millennium”, “The Dangers of Decadence: What the Rest Can Teach the West”, and “The Rest of the West?”. In his *Can Asians Think*? Singapore: Times Books International. | **Tute No. 10**  Related to Week 10 lecture—Transition from Socialism to Capitalism in Asia. | Read:  Martin Rama, (2008). Making Difficult Choices: Vietnam in Transition” (read: pp9-32). *Working Paper No. 40*. Commission on Growth and Development.  Available at:  http://www.growthcommission.org/storage/cgdev/documents/gcwpd/40bilingualweb.pdf | Followi Following the collapse of Communism in the early 1990s, former communist/socialist countries have adopted capitalist-based economic policies and are trying to join the capitalist world economy. Even countries like China and Vietnam that continue to be ruled by their respective communist parties have also changed their economic policies drastically, adopting capitalism as well. |
| 13 | 27 May | ***THE RISE OF EAST ASIA***  (continues) | ***Required Reading:***  Mark Thirlwell, “The Return of the Asian Century”, *International Economy Comments*, no.19, 24 June 2011, pp. 1-4.  [available at: <http://www.lowyinstitute.org/Publication.asp?pid=1623>]  PLUS  Selected materials that appear on the website of *The East Asia Forum on G-20* that carries a number of very interesting commentaries on the new role of Asia in the global economy. | **Tute No. 11**  Related to Week 12 lecture—Third World and the West | Read:  Asian Development Bank. (2011). *Asia 2050: Realizing the Asian Century.*  Available at:  http://beta.adb.org/publications/aia-2050-realizing-asian-century | The last two decades of the 20th Century saw an emergence of a new power block in the world, namely East Asia. These countries have become more assertive since the 1980s as a result of their economic development. They feel that they are able to “catch up” with the West, economically speaking. Their assertiveness has extended to the areas of politics and diplomacy as well. They have challenged some of the key ideas from the West, such as democracy and human rights, and other areas of public policies like education and welfare provisions. |
|  |  |  | Study Vacation | | | |

Please note that the sequence of some topics may change due to availability of staff, resources or due to unforeseen circumstances.