

POLITICS OF THE GLOBAL SOUTH: AN IR PERSPECTIVE
POLSCI 767 / GLOBALST 771
Term 2, Winter 2021

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Course Description

This course explores the politics of the Third World/Global South from an International Relations perspective. We will situate the various issues, events, and topics within a global political and economic context. Discussions will center on global political and economic processes that have shaped the current contours of the Global South, such as colonialism, the Cold War, development narratives, foreign aid and humanitarian intervention, neoliberal globalization, and the rise of BRICs as a global challenge to the North. The foregoing provides students with a critical lens to examine the ambiguities of the identity of the Global South. For whether referred to as the “Third World,” or other variants such as the “Developing World,” the “G-77,” the “Non-Aligned Movement,” or the “Post-colonial World,” a certain unity has long been assumed for the multitude of societies ranging from Central and South America, across Africa to much of Asia. Is it valid to speak of a Global South? The course begins with an investigation of the epistemological implications of studying the Global South/Third World. Therefore, an important part of the course will address the notion of an epistemology of the Global South: how do we know/study the Global South/Third World? What are the political implications of the knowledge production about the Global South? Next, the course investigates the impact of a number of global political and economic processes, briefly outlined above, such as colonialism and decolonization processes, the rise of Third World internationalism, modernization and development narratives, neoliberal globalization, security discourses (such as Cold War security politics, and the rise of humanitarian intervention and human security), the challenges posed by the changing current geopolitical framework with the emergence of BRICs.

Course Objectives

By the end of the course students should be able to:

- Identify major historical landmarks associated with the Third World as a political project;
- Have a more nuanced and complex understanding of concepts such: development, modernization, G-77, Non-Alignment, postcolonialism and anticolonialism, violence/non-violence, Global South.
- Understand major contemporary trends and events, such as the rise of the BRICs, humanitarian interventions, major ongoing conflicts (such as Syria, Yemen, Venezuela), and situate them within a larger geopolitical and historical context.

Required Materials and Texts

Most required readings are available online (A2L) or accessible through the [Library](#).

Recommended Text:

- Vijay Prashad, *The Darker Nations: A People's History of the Third World*, New Press, 2008. (available as **e-book** via McMaster Library's website)

Class Format

The course will operate on a weekly seminar format based on regular and consistent participation by all students.

Course Evaluation – Overview

1. Weekly Submission of Seminar Statements on A2L - 20%
2. Participation in Seminar – 30%
3. Analytical Essay Paper - 50%, due April 19, 2021

Course Evaluation – Details

Participation and Attendance (50%), ongoing, 2 parts (A and B)

A. Preparing weekly summary statements for each reading, A2L (20%)

All students will be expected to prepare a summary statement for each reading. Each statement will have the following components:

1. List of key concepts and terms
2. Summary statement (at least four sentences) of the author's main argument. This statement should be written in your own words as far as possible. It should not be borrowed directly from the text of the reading.
3. 1 or 2 issues or questions in the reading that are important and merit some discussion and that you would like to be addressed by class time permitting. Formulate these in the form of a question.

Handing in of summary statements. These will be prepared for each of the substantive discussions of the readings, hence 10 in total. To receive credit, these summaries must be submitted electronically in pdf-format on A2L prior to the class (by Tuesday midnight). Members of the class are permitted one 'heavy burden' week without losing points here. In taking a "heavy burden" week, students are not expected to hand in summaries. They should try, however, as best as possible, to do the readings and participate in the discussions. Students taking a 'heavy burden' week must inform me by the Friday preceding the class when they are taking the option. **Submission of summary statements will start on Week 3 (January 27).**

B. Participation in seminar discussions (30%)

For some information on the difference between evaluating participation and evaluating knowledge and understanding see Appendix A below.

Analytical Essay Paper (50%), due April 19, 2021

Students will prepare an analytical essay paper. The paper will be no longer than 4000 words (Times New Roman, 12, double-spaced, margins: minimum 1 inch).

Please email your paper to sajeda@mcmaster.ca by midnight of April 19.

Recommendations:

Topics will deal with issues raised in the assigned and recommended readings of the course and will be developed individually by students in consultation with the instructor.

Weekly Course Schedule and Required Readings

Week 1 (January 13) Introduction

Topic: Introduction to the course

No assigned readings

Week 2 (January 20) The Rise of the Third World

Topic: The Rise of the Third World as a Political Project

- Vijay Prashad, "Bandung" (31-50), "Belgrade" and "Havana" (95-118) in *The Darker Nations*. (**e-book**)
- Robert Vitalis, "The Midnight Ride of Kwame Nkrumah and Other Fables of Bandung", *Humanity* 4:2 (2013), 261-288. (**e-journal**)

Recommended:

- Robert Young, "The Internationals" (Part III) and "Theoretical Practices of the Freedom Struggles" in *Postcolonialism: An Historical Introduction*, Blackwell, 2001, pp. 113-334.
- Jawaharlal Nehru. 1955. "Speech to Bandung Conference Political Committee." Reprinted in G. M. Kahin. 1956. *The Asian-African Conference*. New York: Cornell University Press, pp. 64-72.
- Richard Wright, *The Color Curtain: A Report on the Bandung Conference*, London: D. Dobson, 1955.
- Martin Luther King, Jr. 1959. "Radio Address to India." All India Radio.
- Ernesto Che Guevara. 1967. "[Message to the Tricontinental.](#)"
- Amilcar Cabral. 1966. "The Weapon of Theory." Address delivered to the first Tricontinental Conference of the Peoples of Asia, Africa and Latin America held in Havana. Reprinted in *Unity and Struggle: Speeches and Writings of Amilcar Cabral*, London: Heinemann, 1980.
- L.S. Stavrianos, *Global Rift: The Third World Comes of Age*, William Morrow & Co, 1981.

- Arif Dirlik, “Three Worlds or One, or Many? The Reconfigurations of Global Relations Under Contemporary Capitalism”, in *The Postcolonial Aura*, Westview Press, 1997, pp. 146-162.
- Amitav Acharya and See Seng Tan, “The Normative Relevance of the Bandung Conference for Contemporary Asian and International Order” in See Seng Tan and Amitav Acharya (eds), *Bandung Revisited*, NUS Press, 2008, pp. 1-18.
- L. Eslava, M. Fakhri, and V. Nesiha, (eds), *Bandung, Global History, and International Law*, Cambridge University Press, 2017.

Week 3 (January 27) History of the Third World?

Topic: What is the History of the Third World?

- Vijay Prashad, “Paris” and “Brussels” in *The Darker Nations: A People’s History of the Third World*, New Press, 2008, pp. 3-30. **(e-book)**
- Michel-Rolph Trouillot, “An Unthinkable History. The Haitian Revolution as a Non-Event” in *Silencing the Past. Power and the Production of History*, Beacon Press, 1995, pp. 70-107. **(A2L)**
- Branwen Gruffydd Jones, “Slavery, Finance and International Political Economy: Postcolonial Reflections” in Sanjay Seth (ed.), pp. 49-69. **(A2L)**
- Ta-Nehisi Coates, [“The Case for Reparations”](#), *The Atlantic*, May 21, 2014. **(e-resource)**

Recommended:

- Robert Young, “Concepts in History” (part I) in *Postcolonialism: An Historical Introduction*, Blackwell, 2001, pp. 13-69.
- Frantz Fanon, *The Wretched of the Earth*, Penguin Books, 1967.
- Aimé Césaire, *Discourse on Colonialism*, Modern Reader, 1972.
- Eric Wolf, *Europe and the People Without History*, University of California Press, 1982.
- K.N. Chaudhuri, *Asia Before Europe: Economy and Civilization of the Indian Ocean from the Rise of Islam to 1750*, Cambridge University Press, 1990.
- Mark T. Berger, “After the Third World? History, destiny, and the fate of the Third World” *Third World Quarterly* 25: 1(2004), 9-39.

Notes: Submission of summary statements begins

Week 4 (February 3) Development and Modernization

Topic: The Discourse of Development and Modernization

- Aimé Césaire, *Discourse on Colonialism*, pp. 29-78, Monthly Review Press, 2001. **(A2L)**
- Arturo Escobar, “The Problematization of Poverty: The Tale of Three Worlds and Development” in *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, 1995 **(e-book)**.

- Walter Rodney, *How Europe Underdeveloped Africa*, chapter 1: 'Some Questions on Development,' CODESRIA and Pambazuka Press, 2012 [1972], pp. 3-29. (A2L)

Recommended:

- Tariq Banuri, "Development and the Politics of Knowledge: A Critical Interpretation of the Social Role of Modernization Theories in the Development of the Third World," in Apffel Marglin and Marglin (eds.) *Dominating Knowledge*, (Oxford: Clarendon Press, 1990), pp. 29-72.
- Andre Gunder Frank (1969), "The Development of Underdevelopment." Reprinted in Mitchell A. Seligson and John T. Passé-Smith (eds). *Development and Underdevelopment* (fourth edition), Boulder: Lynne Rienner, 2008, pp. 257-268.
- Kate Manzo, "Modernist Discourse and the Crisis of Development Theory", *Studies in Comparative International Development* 26: 2 (1991), 3-36.
- Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, 1994, pp. 21-54.
- Theotonio Dos Santos (1970), "The Structure of Dependence." Chapter 22 in Mitchell A. Seligson and John T Passé-Smith eds. 1998. *Development and Underdevelopment*. (second edition) Boulder: Lynne Rienner.
- Timothy Mitchell, "The Stage of Modernity" in Timothy Mitchell (ed.), *Questions of Modernity (Contradictions of Modernity)*, University of Minnesota Press, 2000, pp. 1-34.
- Ashis Nandy, "From Outside the Imperium: Gandhi's Critique of the West", *Alternatives: Global, Local, Political* 7:2 (1981): 171-194.
- Sven Lindqvist, *Exterminate All Brutes*, Granta Books, 2002.
- Fernando Henrique Cardoso, "New Paths: Globalization in Historical Perspective" *Studies in Comparative International Development*, volume 44, number 4, December 2009. Special Edition, Dependency and Development in a Globalized World, 296-317.
- Ilan Kapoor, "The Culture of Development Policy: Basic Needs, Structural Adjustment, Good Governance, and Human Rights" (ch.2) in *The Postcolonial Politics of Development*, Routledge, 2008, pp. 19-38.
- David L. Blaney and Naeem Inayatullah, *Savage Economics: Wealth, Poverty, and the Temporal Walls of Capitalism*, Routledge, 2010.

Notes: Submission of summary statements

Week 5 (February 10) Practice of Development

Topic: The Practice of Development

- Vijay Prashad, "Kingston" and "Singapore" in *The Darker Nations*, pp. 224-259. (e-book)

- Nick Cullather, "Damming Afghanistan: Modernization in a Buffer State", *Journal of American History*, September 2002, 512-537. (**e-journal**)
- "[When the Land Is Stolen From Beneath Your Feet](#)", *The Atlantic*, May 11, 2019: (16 min. documentary on land grab in Cambodia)

Recommended:

- Theodore W. Schultz, "Value of U.S. Farm Surpluses to Underdeveloped Countries," *Journal of Farm Economics* 42, no. 5 (1960): 1019– 30.
- James C. Scott, *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*, Yale University Press, 1977.
- Eduardo Galeano, *The Open Veins of Latin America*, Monthly Review Press, 1997 [1971].
- James C. Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*, Yale University Press, 1998.
- Anna L. Tsing, *Frictions: An Ethnography of Global Connection*, Princeton University Press, 2005.
- Michel Chossudovsky, *The Globalization of Poverty*, 2nd edition, Montreal: Center for Global Research, 2003.
- Jean-François Bayart, *The State in Africa: The Politics of the Belly*, Polity, 2004.
- Shirin Rai, *The Gender Politics of Development: Essays in Hope and Despair*, Zed Books, 2008.
- Marianne Marchand and Anne Sisson Runyan (eds), *Gender and Global Restructuring: Sightings, Sites and Resistances*, Routledge, 2010 (2nd edition).

Notes: Submission of summary statements

Week 6 (February 17) Mid-term Recess – NO CLASS

Week 7 (February 24) Revolution and Political Violence (I)

Topic: Revolution and Political Violence (I)

- Frantz Fanon, "On Violence" in *The Wretched of the Earth*, Penguin Books, 1967, pp. 1-62. (**A2L**)
- Vijay Prashad, 'Algiers' in *The Darker Nations*, 119-133. (**e-book**)
- Alina Sajed, "How We Fight: Anti-colonial Imaginaries and the Question of National Liberation in the Algerian War." *Interventions: International Journal of Postcolonial Studies*, 21:5(2019), 635-651. (**e-journal**)

Recommended:

- Mahatma Gandhi, '[Quit India](#)' speeches 1942.
- Hans Morgenthau, "We Are Deluding Ourselves in Vietnam," *New York Times Magazine*, 18 April 1965.
- William Duiker, *Sacred War: Nationalism and Revolution in a Divided Vietnam*, McGraw-Hill, 1994.

- Tarak Barkawi, "On the Pedagogy of Small Wars", *International Affairs* 80: 1 (2004), 19-38.
- Eric Selbin, *Modern Latin American Revolutions*, Westview Press, 1999 (2nd edition).
- Mahmood Mamdani, *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*, Princeton University Press, 2002.
- Fred Halliday, *Revolution and Foreign Policy: the Case of South Yemen 1967-1987*, Cambridge University Press, 2002.
- Derek Gregory, *The Colonial Present: Afghanistan, Palestine, Iraq*, Wiley-Blackwell, 2004.
- Tarak Barkawi and Mark Laffey, "The Postcolonial Moment in Security Studies" *Review of International Studies* 32 (2006), 329-352.
- Ashis Nandy, *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*, Oxford India Paperbacks, 2010.
- Eric Selbin, *Revolution, Rebellion, Resistance: The Power of Story*, Zed Books, 2010.

Notes: Submission of summary statements

Week 8 (March 3) Revolution and Political Violence (II)

Topic: Revolution and Political Violence (II)

- [Lumumba: la mort du prophète](#). A documentary about the political life and the assassination of Patrice Lumumba. Directed by Raoul Peck, 1990.
- Georges Nzongola-Ntalaja, *Revolution and Counter-Revolution in Africa*, chapter 4: The Crisis of the State in Post-Colonial Africa, Zed Books, 1987, pp. 73-92.
- Georges Nzongola-Ntalaja, *Patrice Lumumba*, chapters 6-8, Ohio University Press, 2014, pp. 53-73.

Notes: Submission of summary statements

Week 9 (March 10) Foreign Aid and Humanitarian Intervention

Topic: Foreign Aid and Humanitarian Intervention

- Derek Gregory, "The Tyranny of Strangers" in *The Colonial Present: Afghanistan, Palestine, Iraq*, Blackwell, 2004, pp.144-179. (A2L)
- Eyal Weizman, "Arendt in Ethiopia" (ch.2), in *The Least of All Possible Evils: Humanitarian Violence from Arendt to Gaza*, Verso Books, 2011, pp. 27-64. (A2L)
- Greg Grandin, "[What's at Stake in Venezuela? On Sovereignty and Latin America](#)", *London Review of Books*, February 8, 2019. (e-source)

Recommended:

- ICISS, *The Responsibility to Protect: The Report of the International Commission on Intervention and State Sovereignty*, IDRC Books, 2002.
- Nicholas Wheeler, *Saving Strangers: Humanitarian Intervention in International Society*, Oxford University Press, 2003.
- Nonaligned Movement, "[Statement of the XIII Nonaligned Movement summit concerning Iraq](#)" (2003).
- Tomohisa Hattori, "The Moral Politics of Foreign Aid", *Review of International Studies* 29: 2(2003), 229-247.
- Anne Orford, *Reading Humanitarian Intervention: Human Rights and the Use of Force in International Law*, Cambridge University Press, 2003. (
- Mark Duffield, "Social Reconstruction: The Reuniting of Aid and Politics" *Development*, 48 (3), (pp. 16-24), 2005.
- Thomas Weiss, *Humanitarian Intervention: Ideas in Action*, Polity, 2007.
- Mark Duffield, *Development, Security and Unending War: Governing the World of Peoples*, Polity Press, 2007.
- Mohammed Ayoob, "Third World Perspectives on Humanitarian Intervention and International Administration," *Global Governance* 10: 1(2004), 99-119.
- Robbie Shilliam, "The Spirit of Exchange" in Sanjay Seth (ed.), pp. 166-182.
- Craig Calhoun, "The Idea of Emergency: Humanitarian Action and Global (Dis)Order," in Didier Fassin and Mariella Pandolfi, eds., *Contemporary States of Emergency: The Politics of Military and Humanitarian Interventions*, Zone Books 2010, p. 29-55.

Notes: Submission of summary statements

Week 10 (March 17) Spotlight on a region

Topic: Spotlight on a region: the Syrian crisis and the Middle East

- Vijay Prashad, "The State of the Arab Revolutions" and "The Anatomy of the Islamic State" in *The Death of the Nation and the Future of the Arab Revolution*, LeftWorld Books, 2016. (A2L)
- Bassam Haddad, "[On Syria's Internal Wars and External Interventions](#)", *Jadaliyya*, March 8, 2018: (45 min. podcast)
- Yusef Khalil and Yasser Munif, "[Syria and the Left](#)", *Jacobin*. Published on January 7, 2017. (e-source)

Recommended:

- Philip Khuri Hitti, *Syria: A Short History*, New York: Macmillan, 1959.
- Patrick Seale, *Asad of Syria: The Struggle For the Middle East*, University of California Press, 1988.
- Scott Anderson, "[Fractured Lands: How the Arab World Came Apart](#)", *The New York Times*, August 11, 2016.
- Rama Kudaimi and Razan Ghazzawi, "[The Syrian Uprising: Six Years On.](#)" *Jacobin*, February 7, 2017:

- Mike Whitney, "[Ending Syria's Nightmare will Take Pressure From Below](#)", *Counterpunch*, March 28, 2017:
- Syria's Rebels, [Before and After Aleppo](#): A STATUS/الوضع Conversation between Bassam Haddad and Aron Lund, *Jadaliyya* (June 20, 2017):
- Salwa Ismail, *The Rule of Violence: Subjectivity, Memory, and Violence in Syria*, Cambridge University Press, 2018.
- "[Dossier on Syria](#)", *Tricontinental Dossier no. 3*, April 2018:
- Samer N. Abboud, *Syria*, Cambridge: Polity Press, 2018.

Notes: Submission of summary statements

Week 11 (March 24) Civil Society and Democratization

Topic: Civil Society and Democratization

- Rahul Rao, "Indigenous Insurgents and Rioting Ryots" (ch. 5) in *Third World Protest: Between Home and the World*, Oxford University Press, 2010, pp. 139-172. **(e-book)**
- Adam Hanieh, Ch.1 and Ch. 7, in *Lineages of Revolt: Issues of Contemporary Capitalism in the Middle East*, Haymarket Books, 2013. **(e-book)**

Recommended:

- Kathryn Manzo, *Domination, Resistance, and Social Change in South Africa: The Local Effects of Global Power*, Praeger Publishers, 1992.
- Amartya Sen, *Development As Freedom* (Chapters 6 and 7), Knopf Publishers, 1999.
- John Comaroff and Jean Comaroff, "Law and Disorder in the Postcolony: An Introduction" in Jean Comaroff and John Comaroff (eds), *Law and Disorder in the Postcolony*, University of Chicago Press, 2006, pp. 1-56.
- Arundhati Roy, *Field Notes on Democracy: Listening to Grasshoppers*, Haymarket Books, 2009.
- Francesco Cavatorta and Vincent Durac, *Civil Society and Democratization in the Arab World. The Dynamics of Activism*, Routledge, 2010.
- Partha Chatterjee, *The Politics of the Governed: Reflections on Popular Politics in Most of the World*, Columbia University Press, 2006.
- Samir Amin, '[2011 - an Arab Springtime?](#)' *Monthly Review*, June 2011. To be retrieved from:
- Alina Sajed, "Securitized migrants and postcolonial (in)difference: the politics of activism among North African migrants in France" in Peter Nyers and Kim Rygiel (eds), *Citizenship, Migrant Activism and the Politics of Movement* (Routledge, 2012).
- Gilbert Achcar, *Morbid Symptoms: Relapse in the Arab Uprising*, Stanford University Press/Saqi Books, 2016.

Notes: Submission of summary statements

Week 12 (March 31) Effects of Neoliberalism in the Global South

Topic: The Effects of Neoliberalism in the Global South

- Naomi Klein, “Blank is Beautiful: Three Decades of Erasing and Remaking the World” (Introduction), “States of Shock: The Bloody Birth of Counterrevolution” (ch. 3), and “Cleaning the Slate: Terror Does Its Work” (ch.4) in *The Shock Doctrine: The Rise of Disaster Capitalism*, Picador, 2007, pp. 3-26, and 91-143. (A2L)
- Hannes Baumann, “[Citizen Hariri: Lebanon’s Neoliberal Reconstruction](#)”: (53 min. video presentation)

Recommended:

- Heikki Patomaki and Teivo Teivanen, “Critical Responses to Neoliberal Globalization in the Mercosur Region: Roads Towards Cosmopolitan Democracy?”, *Review of International Political Economy* 9: 1(2002), 37-71.
- Ilan Kapoor, “Deliberative Democracy and the WTO”, *Review of International Political Economy* 11: 3(2004), 522-541.
- Charles Gore, “The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries,” in C. Roe Goddard, Patrick Cronin and Kishore C. Dash, eds, *International Political Economy: State-Market Relations in a Changing Global Order*, 2nd edition, Boulder: Lynne Rienner, 2003, pp. 317-40.
- Arjun Appadurai, *Fear of Small Numbers: An Essay on the Geography of Anger*, Duke University Press, 2006.
- David Harvey, *A Brief History of Neoliberalism*, Oxford University Press, 2007.
- Mark Duffield, *Development, Security and Unending War. Governing the World of Peoples*. Cambridge: Polity Press, 2007.
- Juanita Elias, “Women Workers and Labour Standards: the Problem of Human Rights”, *Review of International Studies* 33: 1(2007), 45-57.
- Aihwa Ong and Stephen Collier (eds), *Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems*, Blackwell, 2005.
- Aihwa Ong, *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*, Duke University Press, 2006.
- James Ferguson, *Global Shadows: Africa in the Neoliberal World Order*, Duke University Press, 2006.
- Tania Murray Li, *The Will to Improve: Governmentality, Development, and The Practice of Politics*, Duke University Press, 2007.

Notes: Submission of summary statements

Week 13 (April 7) – Instructor attending conference – NO CLASS.

Week 14 (April 14) Towards a Post-Development World?

Topic: Towards a Post-Development World? The rise of BRICs – a new colonialism in the making or a challenge to Western hegemony?

- Deborah Brautigam, “Rogue Donor? Myths and Realities” in *The Dragon’s Gift: the Real Story of China in Africa*, Oxford University Press, 2009, pp. 273-305. (e-book)
- Richard Pithouse, “[BRICS is no emancipatory project](#),” *Mail & Guardian*, July 27, 2018: (e-source)

Recommended:

- Majid Rahnema and Victoria Bawtree (eds), *The Post-Development Reader*, Zed Books, 1997.
- Arturo Escobar, “Beyond the Third World: imperial globality, global coloniality and anti-globalisation social movements” *Third World Quarterly* 25: 1 (2004), 207-230.
- Mark T. Berger (ed.), *After the Third World?* Routledge, 2008. Available as a Special Issue of *Third World Quarterly Journal* (Vol.25, No. 1, 2004).
- David Shambaugh, “Understanding China’s Global Impact” in *China Goes Global: The Partial Power*, Oxford University Press, 2013, pp. 1-44.
- Amrita Narlikar, “All That Glitters is Not Gold: India’s Rise to Power” *Third World Quarterly* 28: 5 (2007), 983-996.
- Richard Peet, “Sub-Hegemony: South Africa” (ch.5) in *Geography of Power: Making Global Economic Policy*, Zed Books, 2007, pp. 129-150.
- Giovanni Arrighi, *Adam Smith in Beijing. Lineages of the Twenty-First Century*, Verso, 2009.
- Peter Kingstone, *The Political Economy of Latin America: Reflections on Neoliberalism and Development*, Routledge, 2010.
- Latha Varadarajan, *The Domestic Abroad: Diasporas in International Relations*, Oxford University Press, 2012.
- “Dreaming with the BRICs? The Washington Consensus and the New Political Economy of Development.” Special Issue of *Review International Political Economy* 20: 2(2013).
- Vijay Prashad, “The Locomotives of the South” (ch.3) in *The Poorer Nations*, pp. 143-230.
- “Rising States, Donors, Brics and Beyond”, section in *Cambridge Review of International Affairs* 25: 4(2012).
- Alfredo Saad-Filho, “Neoliberalism, Democracy and Development Policy in Brazil”, in Chang Kyung-Sup, Ben Fine and Linda Weiss (eds), *Developmental Politics in Transition: the Neoliberal Era and Beyond*, Palgrave Macmillan, 2012, pp. 117-139.
- Marion Fourcade, “The material and symbolic construction of the BRICs: Reflections inspired by the RIPE Special Issue”, *Review of International Political Economy* 20(2): 256-267 (April 2013).

Notes: Submission of summary statements

Course Policies

Submission of Assignments

Essays will be submitted via email. Summary statements will be uploaded weekly onto A2L.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
69-0	F

Late Assignments

Late papers will be accepted, but will be subject to a late penalty of 5 per cent per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged with me in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. Papers submitted after deadlines (including excused late papers) will be marked, but comments will NOT be provided.

Absences, Missed Work, Illness

Extensions on assignments can be arranged in the event of illness or similar circumstances. All extensions must be arranged in advance of the day on which work is due.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The

Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you 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 your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty

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

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and

working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the 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.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.).

Appendix A: Evaluation of Participation

Part of the participation grade will come from an evaluation of how much a given class member contributed to the seminar. Remember that evaluation of participation is different from evaluation of knowledge or understanding of a set of given readings. My evaluation of your knowledge and understanding will come from your final paper. If you wish to check out how well you are doing in your participation, you might ask yourself the following questions:

Did I initiate a topic or question?

Did I provide some information when it was needed?

Did I give some positive opinions or reactions?

Did I give some negative opinions or reactions?

Did I ask for positive or negative opinions or reactions?

Did I confront someone whom you thought was wrong?

Did I try to restate what someone else had said to ensure I and others understood?

Did I ask someone else to restate what he or she had said?

Did I give examples when they were needed?

Did I ask others to provide some examples?

Did I try to synthesize or summarize a part of the discussion?

Did I ask if someone might synthesize or summarize a part of the discussion?

Did I sponsor, encourage, help or reward others in the group?

Did I relieve tension in the group by cracking a joke or calling for a break at an appropriate time?