

INTERNATIONAL RELATIONS: NORTH-SOUTH Winter 2020

Instructor: Dr. Alina Sajed

Email: sajeda@mcmaster.ca

Lecture: Wednesdays and Thursdays:
4.30-5.20

Room: PGCLL M24

Office: KTH 531

Office Hours: Wednesdays: 10-11.30

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Course Description

This course explores the politics of Global North/Global South relations 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 politics of relations between Global North and Global South.

Course Objectives

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

- Identify major historical landmarks associated with the rise of the Global South as a political project;
- Have a more nuanced and complex understanding of concepts directly related to understanding North/South relations such as: development, modernization, G-77, Non-Alignment, postcolonialism and anticolonialism, violence/non-violence, humanitarianism.
- 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 of relations between North and South.

Required Materials and Texts

Most required readings are available online (A2L) or accessible through the McMaster 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

Lecture twice a week.

Course Evaluation – Overview

1. A2L 10 postings (20%) – weekly
2. Video group project (30%) – February 28, 2020
3. Final exam (50%) – April 2020

Course Evaluation – Details

Avenue to Learn weekly submissions (20%): 10 Postings on A2L

Students are expected to post regularly on A2L. Starting from Week 2 (January 15-16), students are expected to post 10 times (once a week) to receive the full 20 points for this assignment. The posting should consist of a summary of the weekly readings (one summary per reading). Each summary should not be longer than a short paragraph, and should contain the following:

1. List of the most relevant key concepts and terms of the reading (between 3 and 5 terms)
2. Summary statement (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.

Postings deal with the readings that have already been covered in lecture during that respective week. The deadline for posting summaries each week is Friday at midnight of that week. No retroactive postings are allowed in the spirit of fairness to all students.

Video group project (30%), due February 28, 2020

You will be working in a group of 4-5 people to produce a 10 minutes video feature, on one of the following topics:

- The conference of Bandung and Third World solidarity
- The Suez Crisis and its role in North/South relations
- Is development a neocolonial enterprise?
- The Third World debt crisis
- How can we assess China's massive investment in Africa?
- Build a case for/against intervention in Venezuela.
- The conflict in Syria or Yemen (choose one)
- The protests in Chile, Algeria, Iraq, or Lebanon (choose one)

The purpose of the 10 min. video will be to introduce the specific topic of choice to your class colleagues. You can use any visual/audio materials relevant to the topic, such as archival footage, photos, video clips, music, poetry and narrative. When you put together the video, bear in mind the following questions: how is this topic relevant to understanding North/South relations? Why is this topic important to international politics?

The video must be your own creation, i.e. you cannot simply take a video from YouTube and claim it to be your own (that would constitute academic dishonesty). Every group will have to also submit a one-page executive summary of their creative process: list and describe the types of materials you used (i.e. a bibliography of the project), why you

chose to focus on these specific materials, and what is the main message you want your viewers to remember/take away.

Videos will be submitted by midnight of February 28, 2020 on A2L.

Late assignments will be subject to a penalty of 3 points out of a grade of 100 for every day they are late.

Final exam (50%): April, 2020

Students will be required to write a final exam (date to be arranged), which will consist in answering three (3) questions out of six (6). The duration of the exam is two hours, which means students will have 40 minutes per question. Therefore, the answers should be written in an essay format, and should focus on addressing the topic at hand in a direct and straightforward manner.

A final exam study guide will be released to students in advance of the exam to assist with the preparation of the final exam.

Weekly Course Schedule and Required Readings

Week 1 (January 6-9)

January 6 – Introduction to the course

No readings assigned.

January 8-9 – 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)

Week 2 (January 15-16): North/South relations in historical context

- 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

Notes: Submission of summary statements begins

Week 3 (January 22-23): The Discourse of Development and Modernization: *Imagining the Global South*

- 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.

- 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**).

Notes: Submission of summary statements

Week 4 (January 29-30) The Practice of Development: *Making the Global South*

- 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**)

Notes: Submission of summary statements

Week 5 (February 5-6) Political Violence and Revolution

- Frantz Fanon, “On Violence” in *The Wretched of the Earth*, Penguin Books, 1967, pp. 1-62.
- Vijay Prashad, ‘Algiers’ in *The Darker Nations*, 119-133. (**e-book**)

Notes: Submission of summary statements

Week 6 (February 12-13) Foreign Aid and Humanitarian Intervention

- Derek Gregory, “The Tyranny of Strangers” in *The Colonial Present: Afghanistan, Palestine, Iraq*, Blackwell, 2004, pp.144-179.
- Greg Grandin, [“What’s at Stake in Venezuela? On Sovereignty and Latin America”](#), *London Review of Books*, February 8, 2019: (**e-source**)

Notes: Submission of summary statements

Week 7 (February 19-20) READING WEEK: NO CLASS

Week 8 (February 26-27) Spotlight on a region

- 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.
- Bassam Haddad, [“On Syria's Internal Wars and External Interventions”](#), *Jadaliyya*, March 8, 2018 (**45 min. podcast**)

Notes: Submission of summary statements

Week 9 (March 4-5) 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)
- Gilbert Achcar, "[The Seasons After the Arab Spring.](#)" *Le Monde Diplomatique*, June 2019. (e-source)

Notes: Submission of summary statements

Week 10 (March 11-12) 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.

Notes: Submission of summary statements

Week 11 (March 18-19) The rise of the BRICS

- 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)

Notes: Submission of summary statements

Week 12 (March 25-26): The politics of climate change from a North/South perspective (Guest Lecturer)

- Mike Davis, "The Prevalence of Slums" and "Slum Ecology" in *Planet of Slums*, Verso, 2006, pp. 20-49 and 121-150.
- Eleanor Goldfield, "[There is no such thing as a green war.](#)" *Roar Magazine*, July 5, 2019 (e-source)

Notes: Submission of summary statements

Week 13 (April 1-2): Course wrap-up. Final Exam Overview

NO CLASS ON April 1.

April 2 – Final Exam overview.

Course Policies

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-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late assignments

Late assignments will be subject to a penalty of 3 points out of a grade of 100 for every day they are late.

Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

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.

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

University Policies

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.

Academic Accommodation of Students with Disabilities

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 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for [Academic Accommodation of Students with Disabilities](#).

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.