

POLITICS OF THE GLOBAL SOUTH: AN IR PERSPECTIVE
POLSCI 767 / GLOBALST 771
Term 2, Winter 2023

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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](#).

Required 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. Leading seminar discussion – 20%
3. Participation in Seminar (includes attendance) – 30%
4. Analytical Essay Paper - 30%, due April 20, 2023

Course Evaluation – Details

1. 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 word/pdf-format on A2L prior to the class (by **Wednesday 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 2 (January 19).**

2. Leading seminar discussion during one session (20%)

The *leader of the discussion* should use this principle in calling upon class members to speak:

For some thoughts on leading the discussions, see Appendix B below.

General Note: given the relatively large size of the seminar and the short times available for discussing a reading, facilitators should ensure that every member of class wishing to make a statement is heard before a member who has already made a statement on the given topic is asked to speak again. Use this rule in each of the discussions of concepts, main argument, other questions, and strengths and weaknesses of the reading.

The leader of the discussion should begin with the following questions:

1. These are the several key concepts and terms that I noticed in the reading such as . . . Are any of these unclear to any of you? Are there any other key concepts that you noted that need to be clarified? (If one or more are unclear) Can anyone help us clarify the meaning of <problematic concept(s)>.

Advice: try to keep this part of the seminar to about 10 minutes. Use your discretion here. If a concept or term brought up is interesting but not central to the reading, then suggest that we come back to it if we have time. If a concept is integral to the argument (see below), you can reserve its discussion for when we get to the next step.

2. Would any member of the class like to give us their statement on what the main argument of the author is? Would anyone like to add something to what <the first person> has said? Do you agree or disagree that we have captured the key aspects of the argument?

Advice: Try to avoid starting off with your own statement of the argument. See if you can draw it out from members of the class first. You can add some of your own understanding as the argument proceeds. As you see the discussion being finished or beginning to get into key issues arising from the argument, move to the third step.

3. I would like now to identify some of the key issues that arise out of the reading and that we might discuss. One of these might be . . . Are there any others that we might take up?

Advice: Your goal here is to get as many key issues discussed as is possible. Try to draw in members of the class who have not had a chance to speak. The aim here is to improve understanding of the reading, not to criticize it. If members move to critique, stop them and say we will do that soon. Keep an eye on your watch or the clock. You want to reserve time for a critical discussion of the reading.

4. With our understanding of the argument and the various issues related to the argument, we can now spend a few minutes to reflect critically on the reading. Are there any points that are particularly problematic in your understanding? Are there any points that are particularly useful or persuasive?

Advice: It is important here to ensure that members of the seminar get a chance to comment on both the weaknesses and the strengths of the given reading. Don't just concentrate on the weaknesses.

3. Participation in seminar discussions (30%)

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

4. Analytical Essay Paper (30%), due April 20, 2023

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 20.

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 12) Introduction

Topic: Introduction to the course

No assigned readings

Week 2 (January 19) 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 via McMaster Library)**
- Jeffrey James Byrne, Ch. 15: 'From Bandung to Havana: Institutionalizing the Contentions of Postcolonial Internationalism.' In Michele Louro et al. (eds) *The League Against Imperialism: Lives and Afterlives*, Leiden University Press, 2020. **(A2L)**
- Bayan Abubakr, '[The Contradictions of Afro-Arab Solidarity\(ies\): The Aswan High Dam and the Erasure of the Global Black Experience.](#)' *Jadaliyya*, published on September 24, 2021.

Notes: Submission of summary statements begins

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.
- 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.
- Robert Vitalis, “The Midnight Ride of Kwame Nkrumah and Other Fables of Bandung”, *Humanity* 4:2 (2013), 261-288. (e-journal)
- L. Eslava, M. Fakhri, and V. Nesiha, (eds), *Bandung, Global History, and International Law*, Cambridge University Press, 2017.

Week 3 (January 26) 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 via McMaster Library)
- 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)

Notes: Submission of summary statements

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.

Week 4 (February 2) Development and Modernization

Topic: The Discourse of Development and Modernization

- Aimé Césaire, *Discourse on Colonialism*, pp. 29-78, Monthly Review Press, 2001. (A2L)
- Walter Rodney, *How Europe Underdeveloped Africa*, chapter 1: 'Some Questions on Development,' CODESRIA and Pambazuka Press, 2012 [1972], pp. 3-29. (A2L)
- Samir Amin, '[The deployment of the Bandung Project](#)' (Podcast, 2013) and '[Neoliberalism and the Decline of the Bandung Project](#).' (Podcast, 2013). Lectures given at SOAS, University of London, on 25 April 2013.

Notes: Submission of summary statements

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.

Week 5 (February 9) Practice of Development

Topic: The Practice of Development

- Vijay Prashad, "Kingston" and "Singapore" in *The Darker Nations*, pp. 224-259. **(e-book via McMaster Library)**
- Nick Cullather, "Damming Afghanistan: Modernization in a Buffer State", *Journal of American History*, September 2002, 512-537. **(e-journal via McMaster Library)**
- ["When the Land Is Stolen From Beneath Your Feet"](#), *The Atlantic*, May 11, 2019: **(16 min. documentary on land grab in Cambodia)**

Notes: Submission of summary statements

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).

Week 6 (February 16) 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 via McMaster Library)
- 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. (A2L)

Notes: Submission of summary statements

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.

Week 7 (February 23) Mid-term Recess – NO CLASS

Week 8 (March 2) 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. (A2L)

- Georges Nzongola-Ntalaja, *Patrice Lumumba*, chapters 6-8, Ohio University Press, 2014, pp. 53-73. (**e-book via McMaster Library**)

Notes: Submission of summary statements

Week 9 (March 9) Foreign Aid and Humanitarian Intervention

Topic: Foreign Aid and Humanitarian Intervention

- Aijaz Ahmad, 'The Imperialism of Our Time.' In *Iraq, Afghanistan & The Imperialism of Our Time*, LeftWord Books, 2020. (**A2L**)
- Derek Gregory, "The Tyranny of Strangers" in *The Colonial Present: Afghanistan, Palestine, Iraq*, Blackwell, 2004, pp.144-179. (**A2L**)
- 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

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.
- 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.
- 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.

Week 10 (March 16) – NO CLASS. Instructor attending conference

Week 11 (March 23) 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)

Notes: Submission of summary statements

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.

Week 12 (March 30) - Spotlight on a contemporary issue: politics of climate change

- Victor Jairus Grove, 'The Anthropocene as a Geopolitical Fact' (ch. 1), *Savage Ecology*, Duke University Press, 2019. (e-book via McMaster Library)
- Timothy Mitchell, 'Ten Propositions on Oil' (ch. 3). In J. Beinín, B. Haddad, and S. Seikaly (eds) *A Critical Political Economy of the Middle East and North Africa*, Stanford University Press, 2021. (e-book via McMaster Library)
- Eleanor Goldfield, "[There is no such thing as a green war.](#)" *Roar Magazine*, July 5, 2019.
- Nick Gottlieb, "[What the Wet'suwet'en raid tells us about Canada's "liberal democracy".](#)" *Canadian Dimension*, published on November 27, 2021.

Notes: Submission of summary statements

Week 13 (April 6) The rise of the BRICS

Topic: 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 via McMaster Library)
- Laleh Khalili, "[Growing Pains: New Silk Roads.](#)" *London Review of Books* 43: 6(March 2021). (e-source)
- Richard Pithouse, "[BRICS is no emancipatory project.](#)" *Mail & Guardian*, July 27, 2018: (e-source)
- Elleni Centime Zeleke and Arash Davari, "Third World Historical: Re-thinking Revolution from Ethiopia to Iran." *Comparative Studies of South Asia, Africa and the Middle East* 42:2 (2022), 421-429. (e-journal via McMaster Library)

Notes: Submission of summary statements

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).

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?

Appendix B: Leading a discussion

The following suggestions are adapted from Gale Rhodes and Robert Schaible, A User's Manual for Student-Led Discussions, available at:

<http://www.usm.maine.edu/~rhodes/StdLedDisc.html>

I liked the approach and it is consistent with what we are trying to achieve in the course.

Preparing to lead a discussion, you must be familiar with the assigned material.

"Familiar with" is just the right phrase. You need not have mastered the material; after all, a goal of discussion is to move everyone towards mastery, that is, to improve everyone's (even the leader's) understanding.

To prepare for discussion (leadership or participation), first read and study the assignment, underlining the more important or interesting points, and making notes in the margins. Then think about and write down some of the main issues that the author raises and a few questions pertinent to the issues. Then go back over your notes and the text and note the key concepts or terms and then try to put the author's argument into your own words.

Getting Started

Class has started and your name has been drawn from the hat. How do you begin? Simply clear your throat and begin with the questions everyone has been asked to address. Before you know it, the hard part -- getting started -- is done.

One word of caution: Start out on a positive note. Avoid beginning with an apology for being poorly prepared or for finding the reading difficult. Treat the day's topic as having real value. Openers like "I didn't get much out of this" or "I don't agree with anything the author said" will stifle, rather than promote, discussion. Remember that a time for critical evaluation will come at the end, but only after the class has worked on its understanding of the author's arguments. If you treat the readings as worthwhile, your classmates will follow your lead, join you in examining the day's assignment, and thus make your job easier.

Sustaining Discussion

Discussions need some urging to keep them moving. A discussion leader can often keep things moving with only modest prodding, giving the class its head when things are going well. Of course, if you can contribute something useful, do so; but other kinds of comments or actions on your part can sustain the discussion just as well as an injection of insight. Here are some suggestions:

- 1) Get students to talk to each other. Ask for a response to the most recent comments. (Anyone have a response to A's opinion?) Or ask a specific student to respond. (A, do you agree with B?)
- 2) Get students to defend or explain their opinions. (D, why do you say that? What's your evidence or reasoning?)
- 3) Encourage an exploration of differing points of view. When you hear conflicting views, point them out and get the holders of those views to discuss their differences. Perhaps ask a third person to sum up the two positions.
- 4) Keep the class on the subject. If you are even halfway familiar with the material, you know when the discussion is no longer connected to it. Just say so. (We've gotten pretty far from the readings; let's get back on the subject.) Or simply consult your list of questions. Any sensible response to one of your questions is bound to be pertinent.
- 5) Try to give as many persons in the class as possible a chance to speak. Keep a list of who wishes to speak. Ensure that all those who have not spoken who are on your list get to speak first before a colleague gets a chance to speak an additional time.
- 6) Point to a particular passage in the text relevant to a comment made by one person, or to a discussion among several. This might be a passage that challenges, or sums up and confirms, the views being expressed.
- 7) Don't fill every silence with your own voice. Any discussion will lapse occasionally. It is not your job as leader to avoid all silence. Some quiet periods are productive.

Students who are not so quick to speak will frequently get the chance they need when others are quiet. If the silence gets too heavy, take advantage of the other students' lists of questions. (C, give us one of the questions you brought to class.)

Remember, as discussion leader you do not have to be the brains for the class. You are not expected to know it all; the class is full of students who have read the same assignment that you have read. Your job is to give them a chance to talk about it and thus give others the benefits of their thinking. If any one student begins to do all the talking, gently correct this problem by bringing other students into the discussion. You are there to steer, to keep the class reasonably near the center of the path, by pulling a rein when needed, by loosening the reins when it keeps to the trail, by reining it in when it threatens to gallop away to greener subjects. If students are talking to each other about the reading material, things are going well; relax, listen, and contribute when you can.