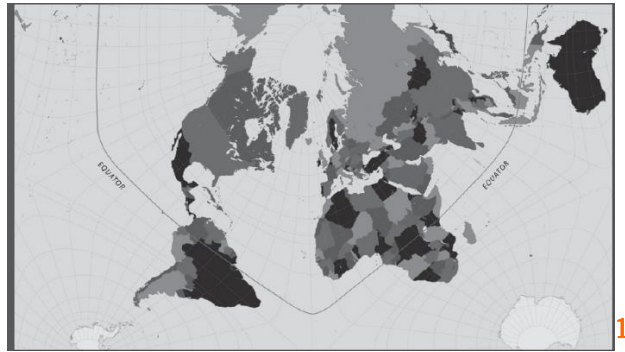

IR OF THE GLOBAL SOUTH



About This Course

What is the meaning of sovereignty to those who have experienced colonialism and imperialism? How are the dichotomies of war/peace and failed state/good governance gendered and racialized? This course examines the question of what an IR rooted in the experiences of the global South and the non-West might actually look like.

This course critically evaluates the development of International Relations and its Western-centric theories and explores alternative perspectives of the discipline and its views on the state, security, cooperation, and development that do not have their roots in the West or the North. Students will examine how the global South's encounter with the "international" has been mediated by its invisibility within dominant, universalizing narratives and practices of the West and how to conceive of an IR that challenges and engages perspectives from the global South with mainstream perspectives. This course will primarily be discussion based, both instructor and student-led, providing students ample opportunity to engage with course content and encourage dialogue among and between students. Students should be familiar with some of the basic terminology and concepts of comparative politics and international affairs.

There are three big picture takeaways in this course:

- Cultural difference: Students gain in-depth knowledge of the history and experiences of non-Western culture and knowledge creation.

¹ This is a version of an Authagraph Projection map, created by Japanese designer Hajime Narukawa. It retains the proportions of the continents and the oceans, so that it does not create distortions and misconceptions in sizes of geographic areas. This map represents the kind of rethinking and reimagining we will be doing in this class.

- Diversity Self-Awareness and Perspective Taking: Students will learn to locate themselves within larger structures of difference and understand how their position as social and political actors differ from the social and political actors in areas other than their own.
- Understanding Global Systems: Students are exposed to theoretical and practical critical thinking tools to think and write about how political institutions and ideologies shape the culture and identity of the Global South.

Student Learning Outcomes

As a result of taking International Relations of the Global South, students will be able to:

1. The students will deconstruct what it means to decolonize international relations by reading and analyzing texts that challenge conventional IR literature.
2. Engage with critical frameworks such as decolonization, race, and postcolonialism to reimagine IR as a field.
3. Recognize major political, economic, and social issues in the Global South and analyze them using case studies.
4. Reflect and write informed, evidence-based analysis on critical issues in the Global South by synthesizing course content with independent research from scholarly journals and available primary sources,
5. Work to analyze how political and societal structures in the Global South differ from or relate to the student's own culture.

Required Texts

Neither Settler nor Native: The Making and Unmaking of Permanent Minorities-
Mahmood Mamdani

- ISBN: 9780674987326
- Cost: \$25

Born in Blackness: Africa, Africans, and the Making of the Modern World, 1471 to the
Second World War- Howard W. French

- ISBN: 978-1-63149-582-3
- Cost: \$26 (Amazon)

Basic Information

Meets Tues & Thurs 3:40-
5:00 PM- The Center

Prof. Emmanuel Balogun
email:
ebalogun@skidmore.edu

Office: Ladd Hall 317

Student Hours: MW 1-
2pm (via Zoom) and by
appointment:
[Calendly.com/ebalogun17](https://calendly.com/ebalogun17)

All other readings will available in the Course Reader and on Brightspace

Grading Criteria

Reading Summaries: Week 2-14 (10x's) 100 pts

For this assignment, each student will be paired with another reading partner and will prepare a reading summary of the current weeks readings. All reading summaries will be completed in a Google Doc (in a shared folder) to ensure that all students in the class are able to access each other's summaries. You may format your summary any way you like, but you must work collaboratively. You may consider using different font colors to indicate different students (please make a note early in the doc who is who) or some other identifier, this would save me time from looking at the Google Doc data. The more evidence I see of collaboration, the better the grade will be collectively. I do understand that sometimes things happen, if that's the case, just write a comment (e.g. X was sick this week). Remember that the goal of this assignment is to (1) ensure reading comprehension (2) prepare for class (3) share with other students who have not done this reading (4) practice working as part of a team. The focus should be on summary, but the more you can do to connect the reading to the broader topic of the week, previous topics, and/or the common readings, the better.

Access to the Google Folder will be provided by the professor via email/Brightspace.

Think Piece Public Writing Assignment: 200 Pts

Due Dates: February 17, March 10, April 8, April 22 (all times 11:59pm Eastern)

One of the core objectives in this course is for students to leave with the ability deconstruct critical frameworks in order to understand them in a broader context. To that end, students will write four "think-pieces" throughout the semester. The think piece is a short (1,000 words or less) research-informed analysis. We want to build the skill of good writing based on good social science findings. Think pieces can take one of the following forms.

- Illuminating the news with what you know from the readings and your research.
- Using academic expertise to write an "explainer" of current news.

The think piece is different from other forms of academic writing in that it is meant for a public audience. We will discuss in class what counts as a public audience and what it means to write for a public audience. Students will also be provided with examples of think pieces. It is important to know, a think piece is not a summary of the unit readings, but rather, a way to use the expertise from the readings to make sense of what's going on in the world.

Think pieces are 1000 words and should connect to the unit with a current news hook. Your paper should connect and evaluate the overarching theories. Students should provide critical thoughts on the subject supported by the readings.

Grade Breakdown

READING SUMMARIES (10)	100 PTS
THINK PIECES (4)	200 PTS
MINI-CONFERENCE ASSIGNMENTS	300 PTS
TOTAL	600 POINTS

Mini-Conference Project-“Remaking the International System”: 300 pts

Following the objectives of the course, students will develop a research artifact to present as part of a mini-conference open to the rest of the College. The students will develop and host the two-day mini-conference which centered on the theme “Remaking the International System.” Over the course of the semester, students will think through and develop individual or group projects that consider how they would remake core features/institutions/principles of the international system, taking into account the centrality of the Global South.

The project will unfold in several parts over the course of the semester, culminating with presentations of the artifacts to the broader Skidmore community on April 26 and April 29. The full assignment with key dates and assignment components will be available on Brightspace.

Class #	Date	Topic & Reading
Readings will be done in teams. All Students will read bolded items and other readings are denoted by color.		
Unit 1: Deconst ucting the Global South	Week 1: 1/25, 1/27	Course and Class Introductions
	Week 2: 2/1-2/3	Topic: Critiquing the origins and foundations of IR Readings: Tickner and Smith Ch. 1 and 3 (everyone) Team Red: <ul style="list-style-type: none"> • Tickner and Smith Chapter 5 “Order and Ordering” • Tickner and Smith Chapter 6 “The International” Team Blue: <ul style="list-style-type: none"> • Tickner and Smith Chapter 7 “War and Conflict” • Tickner and Smith Chapter 8 “State and Sovereignty”
	Week 3: 2/8-2/10	Topic: Decolonizing IR: Theory and Practice Readings: Anibal Quijano (2007) COLONIALITY AND MODERNITY/RATIONALITY, Cultural Studies, 21:2-3, 168-178, DOI: 10.1080/09502380601164353 “A Political Theory of Decolonization” In Adom Getachew <i>Worldmaking after Empire: The Rise and Fall of Self-Determination</i> Rutazibwa, Olivia U. “Hidden in Plain Sight: Coloniality, Capitalism and Race/Isn as Far as the Eye Can See.” Millennium 48, no. 2 (January 2020): 221–41. https://doi.org/10.1177/0305829819889575 . Team Red: “The Counterrevolutionary Moment: preserving racial hierarchy in The League of Nations” in Getachew <i>Worldmaking after Empire</i>

		<p>: "From Principle to Right: The Anticolonial Reinvention of Self-Determination" in Getachew <i>Worldmaking after Empire</i></p> <p>Team Blue "Recognition and Representation: The Mexican Revolution and Multilateral Governance" in Christy Thornton <i>Revolution in Development: Mexico and the Governance of the Global Economy</i></p> <p>"A New Legal and Philosophic Conception of Credit: Redefining Debt in the 1930s" in Thornton <i>Revolution in Development</i></p>	
	<p>Week 4: 2/15- 2/17</p>	<p>Topic: Race and Racism in International Relations Assignments Due: "Deconstructing the Global South" Think Piece Due (2/18)</p> <p>Reading: Shilliam, R. Race and racism in international relations: retrieving a scholarly inheritance. Int Polit Rev 8, 152–195 (2020). https://doi.org/10.1057/s41312-020-00084-9</p> <p>Red:</p> <ul style="list-style-type: none"> • Saull, Richard (2018), "Racism and Far Right Imaginaries within Neo-Liberal Political Economy" <i>New Political Economy</i> 23 (5) • Sabaratnam, Meera (2020) "Is IR Theory White? Racialised Subject-Positioning in Three Canonical Texts" <i>Millennium</i> <p>Blue:</p> <ul style="list-style-type: none"> • Errol Henderson "Hidden in Plain Sight: Racism in International Relations Theory" in Anievas, Manchanda, and Shilliam <i>Race and Racism in International Relations: Confronting the Global Colour Line</i> • Branwen Gruffydd Jones " 'Good Governance' and 'State Failure': The Pseudo-Science of Statesmen in our times" in Anievas, Manchanda, and Shilliam <i>Race and Racism in International Relations</i> 	
<p>Unit 2: (re)Maki ng the Global South</p>	<p>Week 5: 2/22- 2/24</p>	<p>Topic: Rethinking Worldmaking Part I: Reading: Howard French- Born in Blackness: Part 1: The "Discovery of Africa"</p>	

<p>Week 6: 3/1-3/3</p>	<p>Topic: Rethinking Worldmaking Part II: Readings: Red: Born in Blackness Part II Blue: Born in Blackness Part III</p>
<p>Week 7: 3/8-3/10</p>	<p>Rethinking Worldmaking Part III: Assignments Due "Born in Blackness" Think Piece Due (3/10) Reading: Red: Born in Blackness Part IV Blue: Born in Blackness: Part V</p>
<p>Week 8: 3/15-3/17</p>	<p>Spring Break- No Assignments Due</p>
<p>Week 9: 3/22-3/24</p>	<p>Topic: Topic: Constructing the "Other" Mahmood Mamdani- <i>Neither Settler Nor Native: the Making and Unmaking of Permanent Minorities</i> Readings: Introduction, Chapter 1, and Chapter 6 <ul style="list-style-type: none"> • Red <ul style="list-style-type: none"> ○ Chapter 2 ○ Chapter 3 • Blue <ul style="list-style-type: none"> ○ Chapter 4 ○ Chapter 5 </p>
<p>Week 10: 3/29-3/31</p>	<p>Mini-Conference Research Week</p>
<p>Week 11: 4/5-4/7</p>	<p>Topic: Contemporary Issues in the Global South Politics of Migration Assignment Due: "Neither Settler no Native or Politics of Migration" Think Piece Due (4/8) Readings: Tickner and Smith Chapter 14; Wendy Hunter (2019) Identity Documents, Welfare Enhancement, and Group Empowerment in the Global South, <i>The Journal of Development Studies</i>, 55:3, 366-383, DOI: 10.1080/00220388.2018.1451637 Red: <ul style="list-style-type: none"> • Juanita Elias & Jenna Holliday (2019) Who gets 'Left behind'? Promises and pitfalls in making the global development agenda work for sex workers – reflections from Southeast Asia, <i>Journal of Ethnic and Migration Studies</i>, 45:14, 2566-2582, DOI: 10.1080/1369183X.2018.1456747 • Fiona B. Adamson and Gerasimos Tsourapas (2020) "The Migration State in the Global South: Nationalizing Developmental </p>

	<p>and Neoliberal Models of Migration Management" <i>International Migration Review</i> 54 (3) 853-882</p> <p>Blue:</p> <ul style="list-style-type: none"> • Eleonore Kofman and Parvati Raghuram (2012) "Women, Migration, and Care: Explorations of Diversity and Dynamism in the Global South" <i>Social Politics</i> 19(3) • Gerasimos Tsourapas (2017) "Migration diplomacy in the Global South: cooperation, coercion and issue linkage in Gaddafi's Libya" <i>Third World Quarterly</i> 38 (10) 2367-2385. 	
Week 12: 4/12-4/14	<p>Topic: Contemporary Issues in the Global South: Politics of Health and Sustainable Development</p> <p>Readings: Patterson, A., & Balogun, E. (2021). African Responses to COVID-19: The Reckoning of Agency? <i>African Studies Review</i>, 64(1), 144-167. doi:10.1017/asr.2020.122</p> <p>Yanqiu Rachel Zhou (2021): Vaccine nationalism: contested relationships between COVID-19 and globalization, <i>Globalizations</i>, DOI: 10.1080/14747731.2021.1963202</p> <p>Paller, J. W. (2021). Everyday politics and sustainable urban development in the Global South. <i>Area Development & Policy</i>, 6(3), 319-336. https://doi.org/10.1080/23792949.2020.1799716</p>	
Week 13: 4/19-4/21	<p>Mini-Conference Planning and Workshopping</p> <p>Assignments Due: "Contemporary Issues" Think Piece Due (4/22)</p>	
Week 14: 4/26-4/29	<p>Mini-Conference: Remaking the International System</p>	
Week 15: 5/3	<p>Course Reflection</p>	

Course Policies

Technology: Laptops or tablets are permitted in class, but I request that you stay on task with your device use, refraining from web-searching or social media. No cell phone use in class.

Accessibility: I am committed to educational diversity and to creating a learning environment where all can succeed. All accommodations requested through Student Accessibility Services will be honored. If you are a student with a disability and believe you will need academic accommodation, you must formally request accommodation from Meg Hegener, Coordinator of Student Access Services (mhegener@skidmore.edu). You will also need to provide documentation which verifies the existence of a disability and supports your request. For further information, please call 580-8150 to contact Student Academic Services in Starbuck Center.

Academic Integrity: All papers, exams, and written assignments must be your own work. When and where you employ the work or words of others, you must cite your sources (APA, APSA, Chicago preferred). Plagiarism is a serious academic offense, and includes: copying or only slightly rephrasing passages from books, articles, reference works, or online sources and submitting them as your own words; buying papers off the internet; or submitting someone else's paper as your own. If you plagiarize, the assignment will receive no credit, you will receive a failing grade for the course, and possibly face further consequences from the college. You can find the [Definitions and Guidelines](#) document published on-line through the Office of Academic Advising's (OAA) [integrity portal](#). There is a zero-tolerance policy for plagiarism.

Learning Considerations under Covid-19

While the learning objectives and outcomes listed above are what I want you all to get out of class, I am fully aware that we are going through a global pandemic and this semester is going to be unique and challenging for everyone. I can assure you that I will be flexible and considerate of the circumstances as the semester progresses. I ask that you do the same with your fellow colleagues. Below are a few assurances that I will make as we go through the semester together:

- Health and Safety: First and foremost, your health and the health of your loved ones are important and should take precedent over anything, including this course and your other courses. Please be sure to prioritize your physical, mental, and emotional health.
- Livelihood: Some of you may be essential workers or have situations at home that might make it challenging to participate in this course. Please be sure to check in with me if your responsibilities outside of the course limit your ability to participate in the course fully. I will be able to monitor the extent of your participation in the course and will reach out if you are out of contact to check on your well-being. I am here to help, so do not hesitate to ask for help to accommodate your situations.
- Professor Availability: I will primarily be working from home, where I have two children under the age of three. Occasionally, I will need to miss office hours in order to take care of my children and my children might interrupt our synchronous meetings. Also, while I will work hard to answer your emails and messages in a timely manner, I might be delayed in responding due to child care responsibilities. Like you all, my household is adjusting to different work modalities, so I appreciate your patience and understanding during this time.

Student Expectations

Students are expected to participate regularly and be actively involved and engaged in class. Students are encouraged to ask thoughtful questions and contribute to classroom discussions by engaging with the professor and other classmates. Participation will be measured by your class attendance and the professor's discretion of the quality of participation.

While I understand shyness with public speaking, I expect all students to participate in classroom discussion. There will be ample opportunity to discuss the text and ideas presented in the course.

Discussion can take place in many forms: comments on the readings, questions, respectful responses to another student's comments, contact the professor for clarification etc. The most important piece is that you are an active participant in the course.

To aid participation, students are expected to have done the readings **BEFORE** class and be prepared to discuss the themes and ideas introduced in the texts. As you read, be sure to make notes to yourself that identify the key themes, weaknesses, and strengths in the author's arguments/approach, and reasons for your own agreements/disagreements with the text. If you need assistance in learning how to annotate make arguments based on the readings, please consult the course resources module and/or communicate with myself and your fellow classmates. Doing the readings before class allows the student to be able to engage with other classmates and the professor, and to think broadly about how individual readings connect to broader themes of the course.

In addition to discussion-based participation, students may periodically have in-class activities based on the readings for the week and class discussions. These activities are meant to allow students to engage and reflect with the course material and lecture content through instructor guidance and/or peer collaboration.

Attendance

If religious observances cause absence from class, campus employment, athletic practice, and/or game days or necessitates accommodations, students should notify their faculty, coaches, or supervisors prior to the date(s) of their absence. New York State policy and Skidmore College policy mandates that students be allowed to make up academic work and/or campus employment requirements without penalty. These accommodations should not reduce the overall expectations of a course nor unduly burden the student requesting accommodation. Faculty must permit students to take a makeup examination without any penalty if they have to miss an examination due to religious observances. Similarly, faculty must permit students to submit missed assignments by an agreed upon due date, without penalty.

Although not required, the College highly recommends that students submit written notification of the pending religious observances at the start of the semester or at least one week before the date. As an

option, students may use this form. Distributing the written notification during the first week of classes, campus employment, or the start of the athletic season gives students, faculty, coaches, or supervisors time to prepare for the absence.

If a student, supervisor, coach, or faculty member feels the policy is being violated, they should contact the Dean of Faculty Office at 518-580-5705 (Palamountain 416), the Dean of Students Office at 518-580-5760 (Case Center 313), or Human Resources at 518-580-5800 (Barrett Center first floor).

Missed/Late Work Policy

It is the student's responsibility to make sure all work is turned in complete and on time. While I understand last minute technology issues and malfunctions, it is important for students to back up work early and often. I suggest the use of a free cloud service to back up all of your work (i.e, Google Drive, OneDrive, Dropbox).

All assignments should be turned in by the designated due date. I generally do not accept late assignments, however if a student foresees themselves having difficulty meeting an assignment deadline, I STRONGLY suggest that they plan well ahead of time (not the night before or morning of the due date) to discuss their situation.

Course Communication

EMAIL:

- Please be sure to check your email regularly. In the case of emergencies, class cancellations, or any other urgent messages, I will send an email to the class via email. My email is ebalogun@skidmore.edu.
- I strongly encourage you to email me with questions about the course and beyond! In doing so, it is important to be professional in your correspondence. Please use proper email etiquette in your email. In the subject of the email, please include the course title, your proper name, and reason for emailing: For example- "*PL-251b-01, Jonathan Snow: I know nothing*" Please address emails to me-Dr./Professor Balogun and include a signature at the conclusion of your email.
- I will respond to emails within 24 hours of receipt.

STUDENT HOURS:

- I will hold student hours in person on MW from 2:30pm-3:30pm. For in person student hours, I will only allow one student in my office at a time and I require an appointment in advance. Masks are required during in-person office hours. If a student does not have a mask, we will need to reschedule the meeting or I will provide one. Student hours will primarily be held in my office, 317 Ladd Hall, however, I also like to hold office hours in more convenient/comfortable places for students. Due to time and safety constraints, I will keep meeting to 15 minutes.
- To via Zoom, visit calendly.com/ebalogun17 to set an appointment.

- If you cannot make the designated office hours and would like to make an appointment, please visit calendly.com/ebalogun17 to set up a time. I will try my best to accommodate your request.

Diversity and Inclusion Statement

Our course will undoubtedly have a lot of debate and deal with serious and sensitive issues in the world. Our classroom environment should be mutually respectful and inclusive of all students. The classroom should be an environment with no discrimination, where everyone is comfortable and at liberty to contribute to, and benefit from the entire learning experience. Do not be afraid to speak up and know that your contribution will be respected, regardless of your position.

Please be courteous in your interactions with your fellow students and instructor. I will not tolerate hate speech or derogatory remarks towards other students or faculty.

I expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veterans' status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Basic Needs Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes that this may affect their performance in the course, is urged to contact the Dean of Students for support. In addition, please notify the professor, if you feel comfortable doing so. This will enable him to provide any resources that he may possess.

Title IX Statement

Skidmore College considers sexual and gender-based misconduct to be one of the most serious violations of the values and standards of the College. Unwelcome sexual contact of any form is a violation of students' personal integrity and their right to a safe environment and therefore violates Skidmore's values. Sexual and gender-based misconduct is also prohibited by federal and state regulations. Skidmore College faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. If a student chooses to confide in a member of Skidmore's faculty or staff regarding an issue of sexual or gender-based misconduct, that faculty or staff member is obligated to tell Skidmore's Title IX Coordinator or Title IX Deputy Coordinator. The Title IX Coordinator or Deputy Coordinator will assist the student in connecting with all possible resources for support and options for reporting both on and off campus. Identities and details will be shared only with those who need to know to support the student and to address the situation through the college's processes. If the student wishes to confide in a confidential resource, the Counseling Center Staff, Health Services, and Victim Advocates (anonymous) are all options available.

More information can be found at the Sexual and Gender-Based Misconduct [website](#) or by contacting the Title IX Coordinator, Joel Aure (jaure@skidmore.edu), 580-5708, or Deputy Coordinator for Student Affairs, Gabriela Melillo (gmelillo@skidmore.edu), 580-5022.