

IR 344: Developing Countries in World Politics

Tuesday/Thursday, 5:00-6:20 pm

VKC 152

Douglas Becker

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Office Hours: Tuesday/Thursday, 1:00-2:00; 6:30-7:30

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This course examines the role of developing countries, or what we call the “Global South,” in contemporary world politics. While the Global South numerically consists of the largest number of nations in the world, their impact on world politics is largely limited in comparison to their wealthier and more powerful neighbors in the north. International relations theory is constructed by scholars in the Global North. This course is constructed in part to address former International Studies Association President Amitav Acharya’s call for a more Global Studies approach to the study of international relations. It also addresses the growing importance of developing nations, as emerging economies and potential political powerhouses like China, India and Brazil take a much larger role on the world stage. So it addresses two related questions: does international relations theory accurately describe the politics in the developing world; and how much does this potential power shift from the global north to the global south change international politics?

The broad learning objectives of the course are:

1. Developing an understanding of the historical context by which international relations has developed an understanding of the concept of developing countries” or what we now call the Global South. We will emphasize the history of colonialism, of weakness, and its position on the periphery of the global order influenced the role it plays in global politics?
2. Explore the difference between the descriptions of traditional international relations theories derived from western history with the experiences of the global south. In particular we will explore the foundational precepts of realism, with its emphasis on the nation-state and on the motivations of power and security, and its accuracy in Africa, as a region with weak national identities, historically dubious borders, and generally weak central governments.
3. Examine how the growing influence of developing nations have changed negotiations within existing global governance institutions, with a particular eye on the World Trade Organization and on institutions of the United Nations system. We will consider how the role of regionalism has enhanced the negotiation positions of developing nations as a tool to pool power in negotiations with more powerful nations. We also will consider how regionalism has played a key role in the domestic governance of developing nations.
4. Develop an understanding of the role of historical memory in identity formation and the important foundational historical experience of colonialism.
5. Introduce new negotiation and cooperation fora such as the BRICS forum promoting cooperation among the strongest developing nations as a potential bloc. We will examine the foreign policies of the BRICS nations and what they seek to accomplish through these negotiations. We further will examine the potential of new institutions may have in restructuring the current architecture of global governance

6. Imagining a world order that is derived from the newly growing influence of developing nations, and how it might differ from the current world order. This reconsideration will focus on potentially different ideologies and the construction of global governance under different power structures. Would a post-western world differ from the current western world?

The assignments for this course are as follows:

Mid-Term	25%
15 page research paper	35%
Final	30%
Class participation	10%

Students will prepare a substantial research paper, drawn from the theoretical issues raised throughout the course. The paper may address one of the key theoretical arguments or it may test one or more of the theoretical issues empirically. All paper topics must be approved by me in advance, to determine whether the topic addresses the themes of the course. I will also provide guidance to aid in the improvement of the research and its presentation. The mid-term and final are in-class, blue-book exams with an emphasis on critical analysis and a short essay format to test retention and understanding of the material. The mid-term is scheduled on the syllabus and the final is as scheduled on the syllabus from the USC Schedule of Classes. Finally, a small percentage of the grade is determined by the student's participation in classroom discussions as well as attendance. All assignments as listed on the syllabus are to be completed for the class meeting indicated. **ALL LATE WORK IS PENALIZED 5 POINTS A DAY AND EXCUSES ARE RESTRICTED TO UNIVERSITY SANCTIONED EXCUSES WITH PROPER DOCUMENTATION.**

Grading Scale

Course final grades will be determined using the following scale

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Grading and Correction of Grades

Excerpts for this section have been taken from the University Grading Handbook, located at <http://www.usc.edu/dept/ARR/grades/gradinghandbook/gradingpolicies.html>

Please see the link for the course before the semester ends. All missing grades must be resolved by the instructor through the Correction of Grade Process. One calendar year is allowed to resolve a MG. If an MG is not resolved [within] one year the grade is changed to [Unofficial Withdrawal] UW and will be calculated into the grade point average a zero grade points.

A grade of Incomplete (IN) “is assigned when work is not completed because of documented illness or other ‘emergency’ occurring after the twelfth week of the semester (or 12th week equivalency for any course scheduled for less than 15 weeks).”for more details on grading concerns.

A grade of Missing Grade (MG) “should only be assigned in unique or unusual situations... for those cases in which a student does not complete work

The books for this course are:

Alden, Chris, Sally Morphet and Marco Antonio Viera, edited. The South in World Politics. Palgrave MacMillan Press, 2010, ISBN: 9781349516483 (Kindle version is available)

Henderson, Errol. African Realism: International Relations Theory and Africa’s Wars in the Postcolonial Era. Rowman and Littlefield, 2015, 2017 (paperback) ISBN: 9781538104972

Roberts, Cynthia, Leslie Armijo and Saoti Katada. The BRICS and Collective Financial Statecraft. Oxford University Press, 2017 ISBN: 9780190697525 (online download available in the library).

Stuenkel, Oliver. Post Western World. Polity, 2016, ISBN: 9781509504572

Plus articles posted to Blackboard

Part 1: Introduction

- January
- 8: Introduction , Hand out Syllabi
 - 10: What is the Developing World? Definitions and why they matter
 - Lee Kuan Yew, “The Role of Developing Countries in World Politics” Speech from March 22, 1967 **Blackboard**
 - Vijay Prashad, The Darker Nations, pgs 31-50 (foundations of Non-Aligned Movement) **Blackboard**
 - Amitav Acharya, “Global International Relations (IR) And Regional Worlds” International Studies Quarterly, pgs 647-659 **Blackboard**

Part 2: What is the Global South?

- 15: The Foundations of the Global South at the United Nations: 1946-64
 - Alden, Morphet and Viera, Introduction and Chapter 1, pgs 1-56
- 17: Organizing the new nations: the founding of the Non-Aligned Movement and the Group of 77
 - Alden, Morphet, and Viera, Chapter 2, pgs 57-90

- 22: The “New South” at the End of the Cold War
Alden, Morphet, and Viera, Chapter 3-4, pgs 91-159
- 24: Regionalism and Popular Campaigns in the New South
Alden, Morphet, and Viera, Chapters 5-6 and Conclusion, pgs 160-224

Part 3: IR Theory and the Developing World: Goodness of Fit?

- 29: What is Realism? A review of the concept and the literature
Jennifer Sterling-Folker, Making Sense of International Relations Theory, pgs 15-66 (Realism, Structural Realism, Neo-classical Realism)
Pierre Lizée, “Competing Universals; Realism” In A Whole New World: Reinventing International Studies for the Post Western World, 2011
- 31: “The West and the Rest” The Developing World in Social Science and History
Shelton A. Gunarante, “Globalization: A Non-Western Perspective” Communication, Culture and Critique, (2009), 60-82
Amal Treacher, “Edward Said: Identity, Politics and History.” Psychodynamic Practice, (2005) 373-388
Charles Mutaba, “Introduction: Inspirations and Hesitations in Africa’s Relations with External Actors.” In Africa and the World: Bilateral and Multilateral Diplomacy Palgrave MacMillan, 2018, pgs 1-23

- February 5: Africa’s Wars in International Relations Theory
Henderson, Chapters 1-2, pgs 1-80
- 7: An Underdeveloped State in a State-Centric Theory
Henderson, Chapters 3-4, pgs 81-148
- 12: Legitimacy and Poorly Drawn Borders
Henderson, Chapter 5 , 149-200
- 14: Liberalism, the Democratic Peace, and African Conflict
Henderson, Chapters 6-7, 201-270

Part 4: Regional Organizations and Domestic Governance: The role of Sovereignty in the Developing World

- 19: Regional Organizations in Africa: Lessons from the AU, ECOWAS, and SADC
Julia Leininger, “Against all Odds: Strong Democratic Norms in the African Union” in Governance Transfers by Regional Organizations, Palgrave MacMillan, 2015, pgs 51-67 **Blackboard**

Christof Hartmann and Kai Striebinger, "Writing the Script: ECOWAS's Military Intervention Mechanism," in Governance Transfers by Regional Organizations, Palgrave MacMillan, 2015, pgs 68-83 **Blackboard**

Merran Hulse and Anna van der Vleuten, "Agent Run Amok: The SADC Tribunal and Governance Transfer Rollback," Governance Transfers by Regional Organizations, Palgrave MacMillan, 2015, 84-106 **Blackboard**

21: Human Rights and Post-Colonialism

Anja Jetschke, "Why Create a Regional Human Rights Regime? The ASEAN Intergovernmental Commission for Human Rights." Governance Transfers by Regional Organizations, Palgrave MacMillan, 2015, pgs 107-124 **Blackboard**

Vera van Hullen "Just Leave us Alone: The Arab League and Human Rights." Governance Transfers by Regional Organizations, Palgrave MacMillan, 2015, pgs 125-140 **Blackboard**

Andrea Ribeiro Hoffman, "At Last: Protection and Promotion of Human Rights by Mercosur." Governance Transfers by Regional Organizations, Palgrave MacMillan, 2015, pgs 192-210 **Blackboard**

Part 5: The Developing World at the United Nations

26: The Global South at the UN

Dena Freeman, "The Role of the Global South at the UN: Using International Politics to Re-Vision the Global." The Global South, Fall, 2017, pgs 71-91 **Blackboard**

Thomas Weiss and Pallavi Roy. "The UN and the Global South: 1945 and 2015, the Past as Prelude?" Third World Quarterly. 2016 pgs 1147-1155 **Blackboard**

28: Multilateralism, the Global South, and the Sustainable Development Goals

Macharia Kamau, Pamela Chasek, and David O'Conner. Transforming Multilateral Diplomacy: The Inside Story of the Sustainable Development Goals. Chapters 2 and 5, pgs 16-46; 104-131 **Blackboard**

March 5: From Kyoto to Paris: Annex 1 and Climate Change

David Held and Charles Rager, "Three Models of Global Climate Governance: From Kyoto to Paris and Beyond." Global Policy. November, 2018, pgs 527-537 **Blackboard**

Sean Walsh, Huifang Tian, John Whalley and Manmohan Agarwal, "China and India's Participation in global climate negotiations." International Environmental Negotiations. 2011, pgs 261-273 **Blackboard**

7: Mid-Term

March 12, 14: Spring Break!

Part 6: Historical Memory and Colonization: the Politics of Identity in the Developing World

- 19: Vietnam and South Africa: Colonization and Conflict
Viet Thanh Nguyen, Nothing Ever Dies: Vietnam and the Memory of War.
Harvard University Press, 2016, pgs 23-46, 71-100 **Blackboard**

Ruth Hall “Reconciling the Past, Present, and Future” in Land, Memory,
Reconstruction, and Justice. Edited by Cheryl Walker, Anna Bohlin, Ruth Hall,
and Thembela Kepe. Ohio University Press, 2010, pgs 17-40 **Blackboard**
- 21: The Memory of Catastrophe and Colonization: The Nakba and the Algerian
Revolution in Arab Identity Construction

Anaheed Al-Harden, Palestinians in Syria, Pgs 26-49, 155-183

James McDougall “Martrydom and Destiny: The Inscription and Imagination of
Algerian History.” In Memory and Violence in the Middle East and North Africa.
Edited by Ussama Makdisi and Paul A. Silverstein. Indiana University Press,
2006, pgs 50-72 **Blackboard**

Part 7: The Global South as Negotiation Group: Pooling Power or Reshaping Institutions?

- 26: The Global South at Uruguay and Seattle—Framing the World Trade
Organization’s New Agenda

J. P Singh, “The evolution of National Interests: New Issues and North-South
Negotiations in the Uruguay Round.” In Negotiating Trade: Developing Countries
in the WTO and NAFTA Edited by John S Odell, 2006, pgs 41-84 **Blackboard**

John S Odell and Susan K Sell, “Reframing the Issue: The WTO coalition on
Intellectual Property and Public Health, 2001. In Negotiating Trade: Developing
Countries in the WTO and NAFTA Edited by John S Odell, 2006, pgs 85-114
Blackboard

Andreas Marschner, “The new Lobbying: Interest Groups, Governments, and
the WTO in Seattle” SAIS Review, Volume 21, Number 1, Winter/Spring 2001,
pgs 159-177 **Blackboard**
- 28: The WTO’s Dispute Settlement Board: Great Equalizer for the Global South or
Reinforcing Northern Power?

Christina L. Davis. “Do WTO rules create a level playing field? Lessons from the
Experiences of Peru and Vietnam” In Negotiating Trade: Developing Countries
in the WTO and NAFTA Edited by John S Odell, 2006, pgs 219-256 **Blackboard**

James McCall Smith. “Compliance Bargaining in the WTO: Ecuador and the
Bananas Dispute.” In Negotiating Trade: Developing Countries in the WTO and
NAFTA Edited by John S Odell, 2006, pgs 257-288 **Blackboard**

Part 8: The BRICS forum and the Potential for Cooperation

- April
- 2: The Creation of the BRICS forum
Roberts, Armijo and Katada, Part 1
 - 4: BRICS Cooperation to Advance Power in International Negotiations
Roberts, Armijo, and Katada, Part 2
 - 9: The BRICS Collective Financial Statecraft: Four Cases
Roberts, Armijo, and Katada, Part 3
 - 11: Breaking Down the Foreign Policies from 5 Capitals
Roberts, Armijo, and Katada, Part 4
 - 16: The BRICS and the Potential for Multilateralism
Roberts, Armijo and Katada, Part 5

Part 9: What would a Post-Western World Order Look Like?

- 18: Western-Centrism and the Rise of the Rest
Stuenkel. Introduction and Chapters 1, pgs 1-62
- 23: Power Shifts or a Shift in the Sources of Power?
Stuenkel, Chapters 2-3, pgs 63-119
- 25: A New Order or a Parallel Order?
Stuenkel, Chapters 4-6, pgs 120-205

April 30: Voluntary Review Session for Final

FINAL EXAM: May 2, 4:30-6:30

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Department of Public Safety – UPC: (213) 740-4321 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu

Academic Conduct

USC seeks to maintain an optimal learning environment. Students are expected to submit original work. They have an obligation both to protect their own work from misuse and to avoid using another's work as their own. All students are expected to understand and abide by the principles of academic honesty outlined in the University Student Conduct Code (see University Governance, Section 11.00) of SCampus (www.usc.edu/scampus or <http://scampus.usc.edu>). The recommended sanctions for academic integrity violations can be found in Appendix A of the Student Conduct Code.

Emergency preparedness/course continuity

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu