

IR 344: The Global South in World Politics

Tuesday/Thursday, 3:30-4:50 pm

VKC 102

Douglas Becker

Office: VKC basement 42A

Office Hours: Tuesday/Thursday, 5:00-7:00 pm

email (preferred) dfbecker@usc.edu, office phone: 213-821-2856

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	35%
Class participation	5%

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	93-100
A-	90-92
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>

Alden, Morphet, and Viera, Chapters 5-6 and Conclusion, pgs 160-224

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

- 30: 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 Lizee, "Competing Universals; Realism" In A Whole New World: Reinventing International Studies for the Post Western World, pgs 17-38
Blackboard

Lizee, Violence, Rationality, and the State" pgs 81-95, **Blackboard**

- February 4: Western-Centrism in IR theory: What if Realism was based on Asian history?
Stuenkel, pgs 1-62
- 6: Africa's Wars in International Relations Theory
Henderson, Chapters 1-2, pgs 1-80
- 11: An Underdeveloped State in a State-Centric Theory
Henderson, Chapters 3-4, pgs 81-148
- 13: Legitimacy and Poorly Drawn Borders
Henderson, Chapter 5 , 149-200
- 18: 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

- 20: Jennifer Sterling-Folker, Making Sense of International Relations Second edition, pgs 67-108 (Liberalism, Neoliberalism, Public Goods Liberalism) **Blackboard**
Pierre Lizee, Competing Universalisms: Liberalism, pgs 39-60 **Blackboard**
Pierre Lizee, Reinventing Liberalism pgs 168-192 **Blackboard**
- 25: 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**

27: 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**

March 3: Feminism: the Views from the North and South

Jennifer Sterling-Folker, Making Sense of International Relations pgs 263-298 **Blackboard**

Raewyn Connell, "The Sociology of Gender in the Southern Perspective" **Blackboard**

Gayatri Spivak, "Can the Subaltern Speak" **Blackboard**

Part 5: The Developing World at the United Nations

March 5: The Global South and Sustainable Development 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**

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 10: 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**

12: Mid-Term

March 17, 19: Spring Break!

Part 6: The Global South as Negotiation Group: Pooling Power or Reshaping Institutions?

- 24: The Global South at Uruguay—Framing the World Trade Organization Intellectual Property Rights and Global Health

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

- 26: 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 7: Historical Memory and Colonization: the Politics of Identity in the Developing World

- 31: Southeast Asia: 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**

James A. Tyner, Landscape, Memory, and post-Violence in Cambodia, pgs 39-76
Blackboard

- April 2: Southern Africa: Colonialism, Land Reform, and Memory

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**

Peter Godwin, “The Fear” pgs 16-38 **Blackboard**

Jessica Auchter, “Bones in a Brown Paper Bag” **Blackboard**

- April 7: Conflicted Memory: Catastrophe and Colonization or National Return: The Nakba and the Aaliyah

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

Suleiman A Mouran “Too Big to be Owned: Reflections on Jerusalem in Islamic History” Review of Middle East Studies, 2019, pgs 20-33 **Blackboard**

Hillel Cohen, “The State of Israel versus the Palestinian Internal Refugees” in Catastrophe Remembered pgs 56-72 **Blackboard**

April 9: Islamic Memory: The Battle of Karbala and the Crusades

Syed Akbar Hyder, “Reliving Karbala” pgs 13-60 **Blackboard**

Carole Hillenbrand, **The Crusades, Islamic Perspectives**, pgs 589-616 **Blackboard**

Daniel Beben, “Remembering Saladin: The Crusades and the Politics of Heresy in Persian Historiography” **Blackboard**

Part 8: The BRICS forum and the Potential for Cooperation

14: The Creation of the BRICS forum

Roberts, Armijo and Katada, Part 1

Stuenkel, pgs 63-119

16: BRICS Cooperation to Advance Power in International Negotiations

Roberts, Armijo, and Katada, Part 2,

21: The BRICS Collective Financial Statecraft: Four Cases

Roberts, Armijo, and Katada, Part 3

23: Breaking Down the Foreign Policies from 5 Capitals

Roberts, Armijo, and Katada, Part 4

28: The BRICS and the Potential for Multilateralism

Roberts, Armijo and Katada, Part 5

Papers Due

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

30: A New Order or a Parallel Order?

Stuenkel, Chapters 4-6, pgs 120-205

May 5: Voluntary Review Session for Final

FINAL EXAM: Tuesday May 12, 2:00 – 4:00 pm

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/>

Tab 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