

## IR 344: The Global South in World Politics

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

Online, so likely in your room or a closet or some random coffee shop. I'll be at home in my office.

Douglas Becker

Office: CPA basement 42A, but being online, it's Zoom Office Hours

Office Hours: Tuesday/Thursday, 3:00-4:00 pm

email [dfbecker@usc.edu](mailto:dfbecker@usc.edu)

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 Challenge of Online Instruction:** This course will be conducted online, thanks to the pandemic. A couple of important considerations about online instruction:

- a) You are expected to have your cameras on for every session. When I am sharing a screen you can turn them off, but we will have discussions and use breakout rooms. If this is a challenge, please contact me directly. And you must have it on for the exams, which will be online
- b) Zoom instructions are posted on Blackboard. I will post links for office hours daily as well. They will be in announcements. I also will have them emailed to you, so ensure your email can receive Blackboard messages.
- c) If you have technical issues, you should contact ITS to help. I do understand that connections can be unstable and finding space to attend class without interruption can be a challenge. I am laid-back about these issues. I will work with you if you have them. But if your dog barks or your cat meows audibly, you will need to tell us all their name. I mean, if they are going to participate, we should know who they are!
- d) I will post all classes and the powerpoints. The University has a policy to not share this information on platforms outside of USC. If you do want to share any course material outside of class, contact me for permission.
- e) When you are not speaking, please mute your microphone. Trust me, you will want to. You can avoid a lot of embarrassment!
- f) Finally, we are living in a pandemic. Your safety and the care for you and your loved ones is the primary consideration. If something comes up (heaven forbid someone tests positive for Covid-19 or anything), please let me know. It is always confidential. I will make accommodations.

Some key norms and rules for the classroom. Please be aware of these as we progress throughout the semester:

- **Share responsibility for including all voices in the conversation.**
  - I know this is a large class. But we would love to hear from all of you this semester. These issues can often carry a significant resonance with us, since environmental issues are often contentious. Let's make sure everyone has a chance to speak. If you find yourself being shut out of conversations, please let me know privately and I will make adjustments. And we MUST use the raise hand function in the Zoom window.
- **Listen respectfully.**
  - A great classroom is a dialogue. It is not simply my thoughts and you trying to remember them for exams. I want to hear from all of you. And I want you to hear from one another. We need to listen respectfully but also actively and critically.
- **Be open to changing your perspectives based on what you learn from others.**
  - Nothing is more exciting than learning something new. This allows us to evolve our perspectives and develop as scholars. I have learned something new from students every semester I've taught. I change material from semester to semester based on what I have learned. Always be prepared to change your mind.
- **Understand that we are bound to make mistakes in this space.**

- I may have been raised Roman Catholic, but I am not infallible. That's a joke I make throughout the semester. I will make mistakes. You will too. We learn from our mistakes, but we can't be afraid to present our work and our thoughts on an issue because we might make one. When we do, we will respectfully update the information and learn from them.
- **Understand that your words have effects on others.**
  - Respect is based on the understanding that words matter. Freedom of speech means we can express ourselves freely. But it does not mean we don't consider the effects these words have on others in the classroom. Please keep that in mind as we progress this semester. Let's have a rich exploration and discussion of ideas while always remembering to respect one another
- **Understand that others will come to these discussions with different experiences from yours.**
  - The best thing about a campus like USC is the rich diversity of the student body. We have students from all over the world. And I think I learned as much as an undergraduate from the conversations I had with my classmates than even from class work. Toleration of different experiences is boring. Revel in them! Learn from one another. And be aware of them.
- **Make an effort to get to know other students. Introduce yourself to students in the Zoom.**
  - When I teach in person, I like a class that's loud and boisterous before I come in. Online, we are all so isolated from our classmates and friends. So, I will take some time and make connections as much as I can. But absolutely spend some times getting to know each other. I will use breakout rooms when I can. Share emails. Let's see if we can recreate the in-person classroom as much as we can.
- **Understand that there are different approaches to solving problems.**
  - We approach issues differently. It's truly exciting to see the different ways we solve problems and wrestle with material.

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>

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 12<sup>th</sup> 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

East Asia in the World. Edited by Stephen Haggard and David Kang. Cambridge University Press, 2020. ISBN: 9781108790895

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 Saori Katada. The BRICS and Collective Financial Statecraft. Oxford University Press, 2017 ISBN: 9780190697525

Plus articles posted to Blackboard

## Part 1: Introduction

- January 19: Introduction , Hand out Syllabi
- 21: 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?

- 26: The Foundations of the Global South at the United Nations: 1946-64
- Alden, Morphet and Viera, Introduction and Chapter 1-2, pgs 1-90
- 28: The "New South" at the End of the Cold War
- Alden, Morphet, and Viera, Chapter 3-4, pgs 91-159
- : 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?

- February 2: What is Realism? A review of the concept and the literature
- Jennifer Sterling-Folker, Making Sense of International Relations Theory pgs 15-66 **Blackboard**
- 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**
- 4: Western-Centrism in IR theory: What if IR Theory was based on Asian history?
- Haggard and Kang, pgs 1-64; 263-281
- 9: Asian Wars and Asian Order
- Haggard and Kang, pgs 67-145
- 11: Western Contact, Colonialism in Asia, and IR Theory
- Haggard and Kang, pgs 149-259
- 16: Africa's Wars in International Relations Theory

Henderson, Chapters 1-3, pgs 1-116

18: An Underdeveloped State in a State-Centric Theory

Henderson, Chapters 4-5, pgs 117-200

23: 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**

25: Jennifer Sterling Folker "Liberalism" 67-108 **Blackboard**

Pierre Lizee, Competing Universalisms: Liberalism, pgs 39-60 **Blackboard**

Pierre Lizee, Reinventing Liberalism pgs 168-192 **Blackboard**

March

2: 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**

4: 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**

9: Feminism: the View from the Global South

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

- 11: 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**
- 16: 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**
- 18: Mid-Term

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

- 23: No Class, Wellness Day
- 25: 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**
- 30: 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**

- April
- 1: 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**
- 6: Southern Africa: Colonialism, Land Reform, and Memory  
Ruth Hall “Reconciling the Past, Present, and Future” in Land, Memory, Reconstruction, and Justice. Edited by Cherryl Walker, Anna Bohlin, Ruth Hall, and Thembela Kepe. Ohio University Press, 2010, pgs 17-40 **Blackboard**  
Jessica Auchter, Hauntology pgs 1-88 **Blackboard**
- 8: 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**  
Tom Segev, The Seventh Million pgs 426-517 **Blackboard**
- 13: Islamic Memory: The Battle of Karbala and the Crusades  
Syed Akbar Hyder, “Reliving Karbala” pgs 13-60 **Blackboard**  
Daniel Beben, “Remembering Saladin: The Crusades and the Politics of Heresy in Persian Historiography” **Blackboard**  
Carole Hillenbrand “Saladin’s Spin Doctors” **Blackboard**

## **Part 8: The BRICS forum and the Potential for Cooperation**

- 15: The Creation of the BRICS forum  
Roberts, Armijo and Katada, Part 1
- 20: BRICS Cooperation to Advance Power in International Negotiations  
Roberts, Armijo, and Katada, Part 2,
- 22: The BRICS Collective Financial Statecraft: Four Cases  
Roberts, Armijo, and Katada, Part 3
- 27: Breaking Down the Foreign Policies from 5 Capitals  
Roberts, Armijo, and Katada, Part 4

**Papers Due**



29: The BRICS and the Potential for Multilateralism

Roberts, Armijo and Katada, Part 5

May 4: Voluntary Review Session for Final

**FINAL EXAM: Tuesday May 6, 4:30-6:30 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](https://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](http://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](http://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](mailto:ability@usc.edu)