



Instructor: Marcos S. Scauso	
Course: Development, Globalization, and Colonialisms	Term: Spring 2020
Time: M/W at 5pm – 6:15pm.	Location: Lender School of Business, 119
Office Hours: M. between 3pm-4:40pm and by appointments.	Office: CAS3 - 310
Email: marcos.scauso@quinnipiac.edu	Personal Website: www.marcosscauso.com
Office phone number: 203-582-7519	

We wish to acknowledge the learning that will take place on unceded Eansketambawg land and honor their community: past, present, and into the future

Course Description

Approaches of civilization, development, progress, industrialization, revolution, and other ways to “improve” societies often enable and justify actions that aim to “help” others throughout the world. Medical doctors, nurses, politicians, economists, engineers, philanthropists, sociologists, anthropologists, lawyers, and many more deploy these ideas, seeking to enhance people’s lives and societies. In many cases, the lives of some are improved, but these approaches do not always work for everyone. Despite the best intentions of practitioners and academics alike, some perspectives might even contribute to oppress others. These problems pose important questions. In order to “help,” should we impose particular perspectives that are based on our own experiences of “improvement”? Should we listen to those who speak from the wounds of colonialisms? Should we reinforce and promote our biases, or can we hear the struggling voices and the experiences of others? If we aim to “listen,” what prejudice and biases do we need to overcome? How can we “listen”? Furthermore, how can we become allies in different projects of transformation?

In order to think about these questions, *Development, Globalization, and Colonialisms* combines two pedagogical strategies. On one side, the course examines a diversity of salient approaches of development, “improvement,” or transformation. Throughout the semester, we will discuss a variety of perspectives that have been historically deployed and institutionalized throughout the world, while also analyzing the colonial legacies that often continue to limit their capacity to “help” or “aid” others. This possibility enables a pedagogical opportunity to examine the limitations and biases of historically salient approaches such as the ideas that can be connected to Empire, civilization, Keynesian economics, Marxism, neoliberalism, and sustainable development. Each unit thus establishes an open dialogue and debate between these approaches, some of the intellectuals who denounce the oppressive tendencies of these perspectives, and the class. Moreover, this goal leads us towards the possibility of connecting approaches that are more commonly deployed within different disciplines. Hence, the course crosses over disciplinary boundaries of International Relations, Philosophy, Human Geography, Anthropology, Economics, Sociology, Gender Studies, and Political Science. On the other side, *Development, Globalization, and Colonialisms* aims to learn how it may be possible for us to “listen.” Hence, the course seeks to move beyond the colonial legacies that are reinforced by the previously mentioned perspectives and it engages approaches of transformation that emerge from other locations: feminism, dependency theory, Indianismo, green theory, post-colonialism, post-structuralism, and radical democracy. Many of these voices confront biases and privileges, empowering different experiences and teaching us to listen in more epistemically open ways.

These pedagogical skills are becoming increasingly relevant in a world where some differences appear to be closer than ever. Moreover, the possibility of empowering ourselves and the reflexive capacity to think about our own biases is important for all the careers and professions that aim to act upon the “problems” of this world. This is a course that teaches us “approaches” while also interrogating our own perspectives and thinking about alternatives. Overall, *Development, Globalization, and Colonialisms* creates a space to think about diversity and action by taking into account the insights of social sciences, social movements, and intellectuals of different backgrounds.



Course methodology

During the beginning of the semester, we will discuss some of the most salient and often dominant approaches of civilization, modernization, development, and globalization. Most of these theories are regarded as “western,” but they have increasingly shaped much of the world since at least 1492. In order to analyze these perspectives, the course will seek to understand the internal characteristics and logic of approaches such as Spanish colonialism, liberal civilization, Keynesian economics, neoliberalism, sustainable development, and Marxism. Then, students will deploy critical sources and personal experiences to analyze the boundaries of each discourse. Who did the approach work for and with what purpose? What are the oppressive tendencies and the biases that each perspective creates? What kind of violence does it justify and enable? Who tends to be the target of its policies?

After students have analyzed a variety of historically salient theories, they will be encouraged to listen to the voices of those who confront and often fracture mainstream projects of progress from below. Students will analyze alternatives that aim to transform societies and communities while also resisting some of the different tendencies that create “wounds of colonialism” (Mignolo 2000). Hence, the course will analyze dependency theory, decoloniality, feminism, Indianismo, post-structuralism, post-colonialism, and radical democracy. In order to be able to “listen,” students will have to ask about the limitations of these approaches as well. Does each approach universalize its own struggle? Does it silence other voices and projects of transformation? At the end of the semester, these questions will lead to the discussion of intersectionality and radical notions of democracy, which aim to listen to diversity and multiplicity, while avoiding paralyzing forms of relativism.

In order to achieve this pedagogical strategy of diversification and complexity, each weekly unit will aim to emphasize the epistemic power and the limitations of particular perspectives. During **Mondays**, students will be encouraged to think from within each approach. This pedagogical strategy shows the epistemic power and consistency of each theory. Then, during **Wednesdays**, students will have to present at the beginning of class, concentrating primarily on the limitations, biases, and oppressive tendencies of each set of lenses. These presentations will create an open space of debate and discussion, where students can safely think about the problematic tendencies of particular theories.



Communication outside the classroom:

- **Office hours:**
 - Open office hours on M. from 3pm to 4:40pm in CAS3-310.
 - Students can set up appointments via e-mail.
 - Special times for appointments or Skype meetings may be available as well.
 - My skype username is: internationalstudiesscauso
 - I will also answer my office phone (203-582-7519) during M/F at 12pm- 1:45pm.

My office is a **safe space**, where all students can come to talk about class-related issues, professional development, or more personal experiences of struggle. Consistently with the goals and pedagogical aims of this course, my office is a space where we can continue discussions about biases and oppressions that might affect our own experiences. Of course we can also think about alternatives as well.

However, since I am not a trained counselor, I have important limitations. Despite these limitations, I can always share resources that the university offers and accompany you to the offices of professionals that can help when I cannot. More detailed information can also be found in the “Policy” section below.

- **Emails:** During the week, I will respond e-mails within 24 hours. If you have an urgent enquiry, please feel free to add the word “urgent” to the subject of the e-mail and I will respond as soon as possible.
- **Anonymous and open survey:** I created a survey that is completely anonymous and continuously open (<https://es.surveymonkey.com/r/KZWNG5H>) for students to be able to provide feedback to me throughout the entire semester. This is one of the tools that students can use to democratize the class and to make changes before it is too late. Students can write positive or negative feedback anytime. The survey can be used by the same person many times as well. Thinking about diversity and struggles is a never ending endeavor, so help me to learn about the sensitivities that I might not be aware of or the biases that I might be reinforcing.
- In general, I will try to make myself **available to you**. Please use these opportunities to avoid missing assignments and to get as much as you can from your education.
- Finally, if you read the syllabus and find this statement within the first week of classes, send me an e-mail with the phrase “I read it. I promise” as the subject, and you will get 0.5 extra credit points.



Course goals/student learning objectives

- **Understanding:** Knowledge and understanding of the scope of perspectives that aim to shape the political, cultural, philosophical, social, and economic order of societies throughout space and time. This goal can be achieved by reading the material, listening to the lectures, participating in discussions about the different approaches, and studying for the different assessments.
- **Empirical inquiry:** Ability to assess diverse theories and empirical evidence in the social sciences. This goal can be achieved by participating in the weekly discussions that encourage students to think about the limitations of each approach. During each Wednesday, students will deploy historical cases and current information to think about the limitations of particular approaches and the voices that are silenced within each theory. Additionally, students will have to deploy concepts, examine information, analyze data, and study cases in their presentations.
- **Normative Inquiry:** Capacity for normative analysis, founded on knowledge of the core concepts and history of development, globalization, and critical theories. Students will need to think about various approaches by analyzing the assumptions of particular theories and their limitations. After all, “theory is always for someone, and for some purpose” (Cox 1981). Presentations, participation, and the final exam are some of the activities that will aim towards this goal.
- **Responsible Engagement:** Capability for reflection on one’s own experiences of action in civic or political engagement, in a way which synthesizes empirical inquiry, normative inquiry, ethical responsibility, and respect for diverse perspectives in political worlds. The entire class is designed around the possibility of analyzing phenomena through diverse lenses while also connecting these insights to our own experiences. Additionally, students will have to engage in an experiential learning opportunity, where they will meet with a representative of a local organization. Students will then have to discuss the approach that the organizations use and the ways in which one can become an ally. Moreover, students will have to write a reflective essay, where they will be asked to think about their own experience in the course.
- **Communication:** Verbal and written ability to communicate one's judgments in clear, organized, concise and reasoned persuasive arguments, supported by analysis of moral norms, empirical evidence. The class will encourage these skills through participation in discussions, presentations, a final exam, and written assignments.



Work and assignments:

- **In-class attendance** is very important in order to ensure your success. If each student reads the assigned material, participates in class, and engages in experiential learning, it is very likely that we will achieve all of our goals. In order to grade attendance, I will pass out a sign-up sheet every time we meet. Attendance is worth 10% of the grade.
- In order to grade **participation**, I will use sticky notes. During each class, I will give one sticky note (worth 0.5 points) to those students that contribute with relevant, critical, and profound commentaries or questions, but if you think that your contribution meets this criterion, you can also request sticky notes at the end of the class. Then, students will be expected to write their names and turn the sticky note back to me at the end of each class. Participation points can also be acquired through office visits, volunteer work, and skype meetings. Participation is 10% of the grade.
- Additionally, students will be required to do **one presentation** (worth 15% of the grade), which will aim to discuss the advantages and limitations of a particular approach. Students will be expected to select an approach from our schedule, add bibliography from other academic sources such as Jstor or other journal repositories, and analyze a particular aspect of a case in 5 minutes each. In order to achieve this goal, students can use an itemized presentation format and they can pass out electronic handouts at least the night before the due date. The analysis should unveil the tendencies of an approach to construct biases when they determine what “improvement” or “transformation” looks like. Presentations will be due at the beginning of class on Wednesday’s. Please sign up and select your presentation date as soon as possible: [Click Here](#)
- Students will be encouraged to participate in an opportunity of **experiential learning**, which will be coordinated with a local organization. Students can also choose another organization of their own liking, but documentation will be required to prove their participation. During this opportunity, a representative of an organization will share with us their approach of struggle, action, transformation, or improvement. The participation in the opportunity will be worth 5% of the grade. Then, students will be asked to write an essay reflecting on the approach used by the organization, the ways in which they aim to transform dominant notions of development, and whether they find possibilities of creating ally-ship. The essay should also include an analysis of how students experienced their own biases confronted by the organization. In order to achieve this goal, students will **turn in a 5-page essay** (and an additional page for references), which will be worth 25% of the total grade.
- At the end of the semester, students will be asked to turn in a **reflective essay** of 300-400 words, which will be worth 10% of the grade.
- Finally, *Development, Globalization, and Colonialisms* also requires a cumulative **final exam** (worth 25% of the grade). This exam will include multiple choice, true or false, and essay questions.
- **Extra credit opportunity**: students can turn in a maximum of three commentaries (worth 1% of the grade each) for extra credit. These commentaries have to be two pages long and they ought to analyze the advantages, limitations, and biases of a particular approach. I might also offer extra credit points for documented participation in particular talks, events, and volunteer activities. Each student can only acquire a maximum of 3 points of extra credit.



Grading:

Evaluation Method

Assignment	Points for each Assignment	Total
Attendance		10
In class discussion and participation (sticky notes)	0.5	10
Presentation		15
Experiential learning participation		5
Experiential learning essay		25
Final exam		25
Reflective Essay		10
Extra Credit	1	3
Total		100

Grades in blackboard: please notice that the maximum grade is 100 points even if the blackboard total exceeds this amount. If you do not fulfill any extra credits, those points will appear as a 0, but this assignment does not affect your total grade negatively.

Grading System (<https://www.qu.edu/content/dam/qu/documents/academic-catalogs/2018-2019-academic-catalog.pdf>):

Letter Grade	Numerical Range	Grade Pt. Value
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D	60-69	1.00
F	0-59	0.00



Late Work

Every assignment for this class is time-sensitive. Acceptable reasons for delayed deadlines or missed quizzes are the same as those for an excused absence. An “excuse” absence is defined as 1) illness or injury of the student, 2) death, injury, or serious illness of an immediate family member, 3) religious reasons, 4) jury duty or government obligations, 5) university sanctioned activities (artistic performances, intercollegiate athletics, etc.). Other personal struggles that are not included in those definitions might be considered as well. Documentation must be provided for an excused absence. The student is responsible for all missed work. In the event of an excused absence the instructor will offer make up work and no penalty will be imposed.

In the event of an **unexcused** missed deadline, students will be able to make up assignments and they will receive a maximum of 70% of the original grade. Despite this policy, presentations can only be rescheduled when the absence is excused. Similarly, final exams can only be taken on the assigned date or rescheduled when the absence is excused. In the case of unexcused missed classes, the students that are not presenting will be allowed to make up **one** class attendance by submitting a small (2 pages max.) summary of the readings assigned for that day.

Required texts/material

- **Peet, Richard and Elaine Hartwick.** (2015). *Theories of Development: Contentions, Arguments, Alternatives*. Third Edition. New York; London: Guilford Publications.
- **Scauso, Marcos S.** (Forthcoming). *Intersectional Decoloniality: Reimagining IR and the Problem of Difference*. New York: Routledge.
 - Under the AAP/Cornell agreement, Routledge authorizes authors to distribute a PDF copy of their books to students for free. Please find the PDF's in our blackboard website.
- **Some of the videos, chapters, and articles** that will be assigned can be accessed through the links provided below and in our course website. Please contact me if you have difficulties accessing any of these items. Also, please see the complete bibliography section at the end of the syllabus for full references.
- **Other articles and book chapters** can be accessed by searching them in our library website. Detailed bibliography for all the articles and book chapters is included at the end of the syllabus. Since I aim to create opportunities to learn strategies of research, you will need to find some of the material in our library and in journal repositories (I have made sure that all the texts are available in journals that can be accessed by students of Quinnipiac University).



Class policy

Student Accessibility (<https://catalog.qu.edu/university-policies/disability-policy/>)

Quinnipiac University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me.

If you have a disability, or think you may have a disability, you may also want to meet with the Office of Student Accessibility, to begin this conversation or to request reasonable accommodations. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Please contact the Office of Student Accessibility by emailing access@qu.edu, or by calling (203) 582 – 7600. If you have already been approved for accommodations through the Office of Student Accessibility, please meet with me so we can develop an implementation plan together.

Title IX (<https://catalog.qu.edu/university-policies/titleix-policy/>)

Quinnipiac University is committed to providing an environment free from gender-based discrimination and harassment. Consistent with its commitment to addressing gender-based misconduct, the university complies with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in educational programs or activities that receive federal financial assistance. As such, Quinnipiac University is dedicated to fostering a healthy and safe environment in which members of the community can realize their full potential in an educational, working and living environment free from all forms of gender or sex discrimination and sexual misconduct.

Quinnipiac seeks to ensure that no student, faculty or staff member is excluded from participation in or denied the benefits of any university program or activity on the basis of sex. This includes all university activities, including, without limitation, academic, athletic, campus life, residential life programs and all aspects of employment. Students, faculty or staff who believe they have been subjected to or witnessed gender-based misconduct are encouraged to report these incidents. As discussed below, faculty, administration, athletic, human resources, public safety and student affairs staff are considered responsible employees under Title IX and are required to immediately report any incidents of sexual violence they observe. Upon receiving a report, the university will respond promptly, equitably and thoroughly. In addition, the university will take steps to prevent the recurrence of the misconduct and correct its effects, if appropriate.



Academic Dishonesty (<https://catalog.qu.edu/university-policies/academic-integrity-policy/#policiestext>)

Integrity: The Foundation of Quinnipiac University

In its Mission Statement, Quinnipiac University emphasizes its commitment to be an academic community. As an academic community, our students, faculty and staff work together to acquire and extend knowledge, develop skills and competencies and serve the greater good of our nation and local communities. Our individual and collective inquiry and pursuit of knowledge are only possible when each of us in the community is aware of and strives to maintain a code of ethical practice and integrity. All communities, though diverse in their individual members, are based on a shared set of beliefs and values that serve as their foundation. **At Quinnipiac, our community has chosen integrity as one of its guiding principles.**

Integrity means upholding a code or standard of values. In its most general sense integrity also means being complete. As an academic community, the completeness that we seek includes asking each individual to see her/his life as a whole, and to understand how the actions that he/she takes affect self, others and the community. Individual actions also impact the community of higher education as a whole. In keeping with this commitment to the Quinnipiac community and the larger community of higher learning, Quinnipiac is a member of the Center for Academic Integrity (CAI), a consortium of institutions of higher education committed to the principle of integrity. Our Academic Integrity Policy is based on the five fundamental values outlined by the CAI: honesty, trust, responsibility, fairness and respect.

Quinnipiac expects all members of our community, students, faculty and staff, to uphold these five standards of integrity and to contribute to our larger culture of integrity.

Honesty

Honesty is the bedrock upon which integrity is based. Academic and professional honesty require that each individual conduct herself or himself openly and in keeping with the truth. Even more importantly, honesty requires actively searching for and upholding the truth. Honesty is critical for the production and exchange of knowledge and ideas that are the hallmark of an institution of higher learning.

Trust

Trust is essential for an academic community. Academic work almost always builds upon or extends from the work of others and all members of the community must respect the work of others. Each individual must trust that community members undertake their work in such a way that we build our knowledge, while freely and openly admitting our dependence upon the work of others. Community members also must endeavor to be worthy of the trust others have placed in us. This foundation of trust is vital to our community of inquiry and learning.



Responsibility

An academic or professional community provides its members with support, fellowship and intellectual stimulation. The price of these benefits is responsibility to the community. Therefore, all members of the university community must not only be committed to ethical practices themselves, but also must bear the responsibility of helping to encourage integrity among all community members.

Fairness

True communities celebrate the differences among their members while upholding the general principle that each individual should be treated equally. This basic principle of fairness to all is an aspect of integrity that guarantees each of us freedom to express our own individuality. This standard of fairness also carries the burden, however, of fair sanctions to those who violate the standards of the community.

Respect

The university is a gathering place where students and faculty come to learn about different ideas, cultures and ways of thinking — even those with which we may strongly disagree. This learning environment can be maintained only with mutual respect. This respect must be present in the classroom, in our everyday encounters with each another, and in our individual work. Respect means listening to others, evaluating and criticizing their ideas fairly, and properly acknowledging all sources of material that are not originally ours.

Plagiarism, Misrepresentation and Fabrication (<https://catalog.qu.edu/university-policies/academic-integrity-policy/#appendicestext>)

1. Plagiarism

Plagiarism refers to representing another person's words or ideas as one's own in any academic exercise, whether intentional or not. Examples include:

- Copying information word for word from a source, without using quotation marks and giving proper acknowledgment/citation.
- Paraphrasing (i.e., putting into one's own words) a source's text, without providing proper acknowledgment/citation. This violation occurs when the ideas or arguments of another are presented in such a way as to lead the reader to believe that these ideas originated with the writer.
- Presenting as one's own any work (or portion thereof) that which has been prepared in whole or in part by someone other than oneself. This includes using unauthorized assistance in preparing one's work and acquiring written work from an outside source. Outside sources include other persons, commercial organizations, electronic sources and other sources.
- Reproducing (without proper citation) any other form of work of another person, such as a graphic element, a musical phrase, a proof, experimental data, experimental results, data or



laboratory reports, in full or in part. This includes turning in work of another student as one's own work.

- *It is the responsibility of all students to understand the methods of proper attribution and to apply those principles in all written, oral and electronic submissions.*

2. Misrepresentation

Examples include, but are not limited to:

- Arranging for another student to substitute for oneself in class, during an examination session or in the completion of any course work.
- Taking credit for work not done, such as taking credit for a team assignment without participating or contributing to the extent expected.
- “Double Dipping” (multiple uses of the same work) or presenting the same or substantially the same written work (or portion thereof) as part of the course requirement for more than one project or course, without the express prior written permission of the instructor(s) involved.
- If a student does wish to use another assignment as a base for additional credit, faculty should give the student the opportunity to submit in writing an explanation of the unique educational benefits of the new project.

3. Fabrication

Fabrication refers to falsifying or misusing data in any academic exercise. Examples include, but are not limited to:

- Falsifying data collected for any academic purpose.
- Making up or presenting falsified data in papers, manuscripts, books or other documents submitted for publication or as course or degree requirements.
- Making up a source for use in any assignment.
- Citing a source one did not use.
- Falsifying material cited.
- Attempting to deceive any instructor by altering and resubmitting for additional credit assignments, tests, quizzes or exams that have been graded and returned.
- Attempt to deceive any instructor or supervisor with respect to attendance in any class, internship or clinical setting.
- Falsifying any information on any document relating to any course, internship or co-curricular activity (including signatures, hours, etc.)

4. Cheating and Stealing

Cheating refers to using (or attempting to use) unauthorized assistance in any academic exercise. It includes the stealing or unauthorized acquisition of a test or test answers or impeding the fair process of an examination in any way. Examples of this violation include, but are not limited to:



- Copying from someone else's exam, paper or assignment.
- Looking at someone else's exam before or during an examination.
- Unauthorized use or possession of notes, supplemental notes, access passwords or any unauthorized materials during an examination, quiz or other assignment or evaluation.
- Possessing an electronic device that contains unauthorized information for a test or assignment (e.g., programming one's computer or calculator inappropriately).
- Using unauthorized materials (e.g., notes, textbooks, calculators, computers or other online sources) in the preparation of a test or assignment.
- Violating test and assignment procedures and restrictions established by the instructor. If a student is uncertain or unaware of the instructor's expectations/procedures, the student must consult with the instructor beforehand.
- Communicating or attempting to communicate answers, hints or suggestions during an examination.
- Collaborating (without instructor permission) in the preparation and presentation of reports, laboratory reports or take-home examinations or other course assignments such as copying or giving aid or otherwise failing to abide by the university's or instructor's rules governing the exercise or examination.
- Using another person's answers for an assignment.
- Soliciting, obtaining, possessing or providing to another person an examination or portions of an exam, prior or subsequent to the administration of the exam, without the authorization of the instructor. Unless the instructor has given permission, students may not provide test questions to other students in any form--oral, written or electronic.
- Stealing, or attempting to steal, an examination or answer key.
- Sharing answers for or collaborating on a take-home assignment or examination without explicit permission from the instructor.
- Signing an attendance sheet for another student or having another student sign an attendance sheet on your behalf when attendance is a part of the course grade.
- Recording any portion of a classroom lecture or other instructional activity, or any conversation related to academics or the academic integrity process, without the express consent of the instructor, adviser or administrator.
- The unauthorized sale, purchase, posting, dissemination or use of academic lectures, academic computer software, instructional materials, papers/essays or research for papers/essays.



Course Schedule: Please note that I might change the schedule if necessary. All modifications will be notified via e-mail.

Week	Class	Topics	Readings and Assignments
1	January 22 th	Introduction to the class	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Syllabus ○ Development and Globalization: <ul style="list-style-type: none"> ▪ (Peet and Hartwick 2015) (For complete references, see the “Complete Bibliography” section at the end of the syllabus) <ul style="list-style-type: none"> • Ch. 1 ○ (Scauso Forthcoming) <ul style="list-style-type: none"> ▪ Introduction • Recommended: <ul style="list-style-type: none"> ○ (Richards 2014) <ul style="list-style-type: none"> ▪ Decolonizing Globalization Studies
2	January 27 th	Spanish Empire and colonial legacies: without a soul, not a “human being”	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ▪ El Requerimiento (1513) <ul style="list-style-type: none"> • (Rubios 1513) (Find it in Blackboard) • Recommended: <ul style="list-style-type: none"> ▪ (Brunstetter 2010) <ul style="list-style-type: none"> • The Sepulveda and Las Casas debate
	January 29 th	Spanish Empire and more colonial legacies	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Wynter 1995) <ul style="list-style-type: none"> ▪ The Pope must have been drunk (Library website) ○ Presentations are due at the beginning of class. • Recommended: <ul style="list-style-type: none"> ○ (Mignolo 2000) <ul style="list-style-type: none"> ▪ Local histories/global designs ○ “Even the Rain” film <ul style="list-style-type: none"> ▪ Director: Icíar Bollaín (2010)



3	February 3 rd	Civilization and Barbarism: reason, citizenship, and peace	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Locke 1980) <ul style="list-style-type: none"> ▪ Second Treatise of Government <ul style="list-style-type: none"> • Ch. I, II, and III (Blackboard)
	February 5 th	More civilization and barbarism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Scauso Forthcoming) <ul style="list-style-type: none"> ▪ Liberalism and citizenship <ul style="list-style-type: none"> • Ch. 1 (until “Desire, Marxism, and...”) (Blackboard) ○ Presentations are due at the beginning of class. • Optional: <ul style="list-style-type: none"> ○ Extra credit commentary #1 (please submit it in Blackboard under “assignments”). • Recommended: <ul style="list-style-type: none"> ○ (Oneal, Russett, and Berbaum 2003) <ul style="list-style-type: none"> ▪ Kantian Peace and liberalism in IR ○ (Rivera 1990) <ul style="list-style-type: none"> ▪ Liberal democracy and marginalization in Bolivia
4	February 10 th	Keynesian Economics: the government to the rescue!	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> ▪ Ch. 3 (until “Neoliberalism” section)
	February 12 th	More Keynesian economics	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Gilmore 1999) <ul style="list-style-type: none"> ▪ Racism, Carceral Keynesianism, and the U.S.A. (Library website) ○ Presentations are due at the beginning of class. • Recommended: <ul style="list-style-type: none"> ○ (Felix 1989) <ul style="list-style-type: none"> ▪ Import Substitution and Late Industrialization ○ (Cline 1982) <ul style="list-style-type: none"> ▪ The East Asian Model of Development



5	February 17 th	Neoliberalism and a Globalization: The “world” of today.	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> ▪ Ch. 3 (from “Neoliberalism” section on)
	February 19 th	Experiential Learning	<ul style="list-style-type: none"> • Required: participation <ul style="list-style-type: none"> ○ Meeting with Chris George, Executive Director of Integrated Refugee & Immigrant Services. ○ 45 minute role play and 30 minutes for Q&A.
6	February 24 th	Discussion	<ul style="list-style-type: none"> • Required: participation <ul style="list-style-type: none"> ○ Bring your questions and ideas ready to discuss in class. This is a great opportunity to get help for your paper!
	February 26 th	Neoliberalism and a Globalization	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Quijano 2000) <ul style="list-style-type: none"> ▪ Coloniality of power, Eurocentrism, and Latin America (Library website) ○ Video: Bush, the “civilized world,” and “danger:” https://youtu.be/hJyhqlkaHB0 (until min. 4:47) ○ Presentations are due at the beginning of class. • Recommended: <ul style="list-style-type: none"> ○ (Agathangelou 2013) <ul style="list-style-type: none"> ▪ Queer perspectives on neoliberalism ○ (Hartmann 1976) <ul style="list-style-type: none"> ▪ Job markets and gender biases



7	March 2 nd	Sustainable Development: how about “our” future?	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (United Nations 2019) <ul style="list-style-type: none"> ▪ Sustainable Development Goals (Blackboard) ○ Video: Denial of climate change in the U.S. Gov.: John Stewart. https://youtu.be/1PgZfhnCADl • Recommended: <ul style="list-style-type: none"> ○ (Robert, Parris, and Leiserowitz 2005) <ul style="list-style-type: none"> ▪ What is Sustainable Development?
	March 4 th	Sustainable Development	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Scauso Forthcoming) <ul style="list-style-type: none"> ▪ Ch. 4 ○ The story of Stuff (film): Link ○ Presentations are due at the beginning of class. ○ Submit experiential learning essay in our Blackboard website. • Optional: <ul style="list-style-type: none"> ○ Extra credit commentary #2 (please submit in Blackboard under “assignments”). • Recommended: <ul style="list-style-type: none"> ○ (Escobar 2011) <ul style="list-style-type: none"> ▪ Sustainability: Designs for the pluriverse
8	March 9 th – 13 th	Spring Recess	<ul style="list-style-type: none"> • No readings required
9	March 16 th	Marxism and revolution: industrialization and “equality”	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> ▪ Ch. 5 (until section on “Imperialism”)



	March 18 th	Marxism and more revolution	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Scauso Forthcoming) <ul style="list-style-type: none"> ▪ Ch. 1 <ul style="list-style-type: none"> • From section on “Desire, Marxism, and...” (Blackboard). ○ Presentations are due at the beginning of class. • Recommended: <ul style="list-style-type: none"> ○ (De La Barra and Dello Buono 2009) <ul style="list-style-type: none"> ▪ Social movements in Latin America ○ (Petras and Veltmeyer 2001) <ul style="list-style-type: none"> ▪ Social movements and revolution ○ (Petras and Veltmeyer 2005) <ul style="list-style-type: none"> ▪ More social movements
10	March 23 rd (No classes)	Western Marxism and critical theory: emancipation and democracy	<ul style="list-style-type: none"> • No classes: Professor Scauso will be at the I.S.A. conference. • Required: <ul style="list-style-type: none"> ○ (Cox 1981) <ul style="list-style-type: none"> ▪ Critical theory and world orders
	March 25 th (No classes)	Western Marxism and more critical theory	<ul style="list-style-type: none"> • No classes: Professor Scauso will be at the I.S.A. conference. • Optional: <ul style="list-style-type: none"> ○ Extra credit commentary #3 (please submit in Blackboard under “assignments”). • Recommended: <ul style="list-style-type: none"> ○ (Pugh 2005) <ul style="list-style-type: none"> ▪ Critical theory and neoliberalism ○ (Gramsci 2011) <ul style="list-style-type: none"> ▪ Prison Notebooks
11	March 30 th	Dependency theory and decoloniality: development for whom?	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> ▪ Ch. 5 (from the “Imperialism” section on)



	<p>April 1st</p>	<p>Dependency theory and decoloniality</p>	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Quijano and Wallerstein 1992) <ul style="list-style-type: none"> ▪ World systems theory and Latin America (Library website) ○ Video: The Middle East and colonialism: John Stewart https://youtu.be/HSIriHaSIWA ○ Presentations are due at the beginning of class. • Recommended: <ul style="list-style-type: none"> ○ (Taylor 2012) <ul style="list-style-type: none"> ▪ Decolonial theory in I.R. ○ (Gržinić 2019) <ul style="list-style-type: none"> ▪ Decoloniality in Southeast Europe ○ (Harsha 2013) <ul style="list-style-type: none"> ▪ Undoing Border Imperialism ○ (Lugones 2007) <ul style="list-style-type: none"> ▪ Gender, Sexuality, and Colonialism ○ (Mignolo 2009) <ul style="list-style-type: none"> ▪ Epistemic Disobedience
<p>12</p>	<p>April 6th</p>	<p>Indianismo: using the master's tools</p>	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Scauso Forthcoming) <ul style="list-style-type: none"> ▪ Ch. 2 <ul style="list-style-type: none"> • Indianismo against racism (Blackboard)
	<p>April 8th</p>	<p>Indianismo</p>	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Scauso Forthcoming) <ul style="list-style-type: none"> ▪ Ch. 3 <ul style="list-style-type: none"> • Indianismo, anti-racism, and ecology (Blackboard) ○ Indigenous resistance in the Amazon: Link ○ Presentations are due at the beginning of class. • Recommended: <ul style="list-style-type: none"> ○ Documentary: Struggles in Argentina and Bolivia: Click here ○ (Ari 2014) <ul style="list-style-type: none"> ▪ Earth politics in Bolivia ○ (Canessa 2005) <ul style="list-style-type: none"> ▪ Natives Making Nation



13	April 13 th	Post-structuralism and Post-colonialism: the “truth” of orientalism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> ▪ Ch. 6
	April 15 th	Post-structuralism and Post-colonialism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Scauso Forthcoming) <ul style="list-style-type: none"> ▪ Ch. 5 (Blackboard) ○ Presentations are due at the beginning of class • Recommended: <ul style="list-style-type: none"> ○ (Foucault 1971) <ul style="list-style-type: none"> ▪ Interview of M. Foucault (Click here) ○ Edward Said short video: (Click here) ○ (Mohanty 1988) <ul style="list-style-type: none"> ▪ Under the Western Eye ○ (Said 1978) <ul style="list-style-type: none"> ▪ Orientalism ○ (Spivak 2010) <ul style="list-style-type: none"> ▪ Can the Subaltern Speak? ○ (Zegeye and Vambe 2006) <ul style="list-style-type: none"> ▪ African indigenous knowledges and heterogeneity
14	April 20 th	Feminism and Intersectionality: Multiple voices and struggles.	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> ▪ Ch. 7 ○ What is Feminism: Click here
	April 22 nd	Feminism and Intersectionality	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Méndez 2018) <ul style="list-style-type: none"> ▪ Intersectional feminism and decolonization (Library website) ○ Presentations are due at the beginning of class. ○ The Reflective Essay is due in Blackboard. • Recommended: <ul style="list-style-type: none"> ○ (Cho, Crenshaw, and McCall 2013) <ul style="list-style-type: none"> ▪ Intersectionality ○ (Crenshaw 1991) <ul style="list-style-type: none"> ▪ Justice and intersectionality ○ (Collins 2015) <ul style="list-style-type: none"> ▪ Black feminists movements and intersectionality



15	April 27 th	Radical Democracy: Listen to other “others.”	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> ▪ Ch. 8
	April 29 th	Radical Democracy: Radical epistemics	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ (Scauso Forthcoming) <ul style="list-style-type: none"> ▪ Ch. 6 <ul style="list-style-type: none"> • Intersectional decoloniality (Blackboard) ○ Presentations are due at the beginning of class. • Recommended: <ul style="list-style-type: none"> ○ (Inayatullah and Blaney 2004) <ul style="list-style-type: none"> ▪ The problem of difference ○ (Mohanty 2003) <ul style="list-style-type: none"> ▪ Under western eyes revisited ○ (Rivera 2018) <ul style="list-style-type: none"> ▪ A Ch’ixi World is Possible ○ (Weber 2016) <ul style="list-style-type: none"> ▪ Queer Theory and being “impossibly pluralist”
16	TBA (this time can change, please check e-mails)	Final Exam	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ All the readings, films, and discussions throughout the class

Complete bibliography

- Agathangelou, Anna M. 2013. "Neoliberal Geopolitical Order and Value: Queerness as a Speculative Economy and Anti-Blackness as Terror." *International Feminist Journal of Politics* 15 (4): 453–76.
- Ari, Waskar. 2014. *Earth Politics. Religion, Decolonization, and Bolivia's Indigenous Intellectuals*. Duke University Press.
- Brunstetter, Daniel R. 2010. "Sepúlveda, Las Casas, and the Other: Exploring the Tension between Moral Universalism and Alterity." *The Review of Politics* 72 (3): 409–35.
- Canessa, Andrew. 2005. *Natives Making Nation: Gender, Indigeneity, and the State in the Andes*. Tucson: The University of Arizona Press.
- Cho, Sumi, Kimberlé W. Crenshaw, and Leslie McCall. 2013. "Toward a Field of Intersectionality Studies, Applications, and Praxis." *Signs* 38 (4): 785–810.
- Cline, William R. 1982. "Can the East Asian Model of Development Be Generalized?" *World Development* 10 (2): 81–90. [https://doi.org/10.1016/0305-750X\(82\)90039-0](https://doi.org/10.1016/0305-750X(82)90039-0).
- Collins, Patricia Hill. 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41: 1–20.
- Cox, Robert W. 1981. "Social Forces, States and World Orders: Beyond International Relations Theory." *Millennium* 10 (2): 126–55. <https://doi.org/10.1177/03058298810100020501>.
- Crenshaw, Kimberlé W. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43: 1241–99.
- De La Barra, Ximena, and Richard A. Dello Buono. 2009. *Latin America After the Neoliberal Debacle: Another Region Is Possible*. United Kingdom: Rowman & Littlefield.
- Escobar, Arturo. 2011. "Sustainability: Design for the Pluriverse." *Development* 54 (2): 137–40. <https://doi.org/10.1057/dev.2011.28>.
- Felix, David. 1989. "Import Substitution and Late Industrialization: Latin America and Asia Compared." *World Development* 17 (9): 1455–69. [https://doi.org/10.1016/0305-750X\(89\)90086-7](https://doi.org/10.1016/0305-750X(89)90086-7).
- Foucault, Michel. 1971. Michel Foucault Interview by Elders Fons. Dutch Television. YouTube. <https://youtu.be/qzoOhhh4aJg>.
- Gilmore, Ruth Wilson. 1999. "Globalisation and US Prison Growth: From Military Keynesianism to Post-Keynesian Militarism." *Race & Class* 40 (2–3): 171–88. <https://doi.org/10.1177/030639689904000212>.
- Gramsci, Antonio. 2011. *Prinson Notebooks*. New York: Columbia University Press.
- Gržinić, Marina. 2019. "Theorizing Decoloniality in Southeastern Europe: Vocabularies, Politics, Perspectives." In *Decolonial Theory and Practice in Southeast Europe*, edited by Polina Manolova, Katarina Kusic, and Philipp Lottholz, 169–93. Especial Issue.
- Harsha, Walia. 2013. *Undoing Border Imperialism*. Oakland: AK Press.
- Hartmann, Heidi. 1976. "Capitalism, Patriarchy, and Job Segregation by Sex." *Signs* 1 (3): 137–69.
- Inayatullah, Naem, and David L. Blaney. 2004. *International Relations and the Problem of Difference*. New York: Routledge.
- Locke, John. 1980. *Second Treatise of Government*. 1690's edition. Cambridge: Hackett Publishing Company, Inc.



- Lugones, María. 2007. "Heterosexualism and the Colonial/Modern Gender System." *Hypatia* 22 (1): 186–219. <https://doi.org/10.1111/j.1527-2001.2007.tb01156.x>.
- Méndez, José María. 2018. "'The River Told Me': Rethinking Intersectionality from the World of Berta Cáceres." *Capitalism Nature Socialism* 29 (1): 7–24.
- Mignolo, Walter. 2000. *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*. Princeton Studies in Culture/Power/History. Princeton, N.J.: Princeton University Press.
- . 2009. "Epistemic Disobedience, Independent Thought and Decolonial Freedom." *Theory, Culture & Society* 26 (7–8): 159–181. <https://doi.org/10.1177/0263276409349275>.
- Mohanty, Chandra Talpade. 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review* 30 (1): 61–88.
- Mohanty, Chandra Talpade. 2003. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs* 28 (2): 499–535. <https://doi.org/10.1086/342914>.
- Oneal, John R., Bruce Russett, and Michael Berbaum. 2003. "Causes of Peace: Democracy, Interdependence, and International Organizations, 1885-1992." *International Studies Quarterly* 47 (3): 371–93.
- Peet, Richard, and Elaine Hartwick. 2015. *Theories of Development: Contentions, Arguments, Alternatives*. Third. New York ; London: Guilford Publications.
- Petras, James, and Henry Veltmeyer. 2001. "Are Latin American Peasant Movements Still a Force for Change? Some New Paradigms Revisited." *The Journal of Peasant Studies* 28 (2): 83–118.
- . 2005. *Social Movements and State Power: Argentina, Brazil, Bolivia, Ecuador*. London: Pluto Press, Ann Arbor.
- Pugh, Michael. 2005. "The Political Economy of Peacebuilding: A Critical Theory Perspective." *International Journal of Peace Studies* 10 (2): 23–42.
- Quijano, Aníbal. 2000. "Coloniality of Power, Eurocentrism, and Latin America." Translated by Michael Ennis. *Nepantla: Views from South* 1 (3): 533–580.
- Quijano, Aníbal, and Immanuel Wallerstein. 1992. "Americanity as a Concept, or the Americas in the Modern World-System." *International Journal of Social Sciences* 134: 583–91.
- Richards, Patricia. 2014. "Decolonizing Globalization Studies." *The Global South* 8 (2): 139–54.
- Rivera, Silvia Cusicanqui. 1990. "Liberal Democracy and Ayllu Democracy in Bolivia: The Case of Northern Potosí." *The Journal of Development Studies* 26 (4): 97–121.
- . 2018. *El Mundo Ch'ixi Es Posible: Ensayos Desde Un Presente En Crisis*. Buenos Aires: Tinta Limón.
- Robert, Kates W., Thomas M. Parris, and Anthony A. Leiserowitz. 2005. "What Is Sustainable Development? Goals, Indicators, Values, and Practice." *Environment: Science and Policy for Sustainable Development* 47 (3): 8–21. <https://doi.org/10.1080/00139157.2005.10524444>.
- Rubios, Juan López de Palacios. 1513. "El Requerimiento." Encyclopedia Virginia, Virginia Humanities. https://www.encyclopediavirginia.org/El_Requerimiento_by_Juan_Lopez_de_Palacios_Rubios_1513.
- Said, Edwards W. 1978. *Orientalism*. New York: Vintage Books, A Division of Random House, Inc.



- Scauso, Marcos. Forthcoming. *Intersectional Decoloniality: Reimagining IR and the Problem of Difference*. Worlding Beyond the West. New York: Routledge.
- Spivak, Gayatri Chakravorti. 2010. "Can The Subaltern Speak." In *Can The Subaltern Speak? Reflections on the History of an Idea*, edited by Rosalind Morris, 21–78. New York: Columbia University Press.
- Taylor, Lucy. 2012. "Decolonizing International Relations: Perspectives from Latin America." *International Studies Review* 14 (3): 386–400.
- United Nations. 2019. "About the Sustainable Development Goals." United Nations Sustainable Development. 2019. <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>.
- Weber, Cynthia. 2016. *Queer International Relations: Sovereignty, Sexuality and the Will to Knowledge*. Oxford: Oxford University Press.
- Wynter, Sylvia. 1995. "The Pope Must Have Been Drunk, The King of Castile a Madman: Culture as Actuality, and the Caribbean Rethinking Modernity." In *Reordering of Culture : Latin America, the Caribbean and Canada in the Hood*, by Alvina Ruprecht, 17–42. Ottawa: Carleton University Press.
- Zegeye, Abebe, and Maurice Vambe. 2006. "African Indigenous Knowledge Systems." *Review (Fernand Braudel Center)* 29 (4): 329–58.