



<b>Instructor:</b> Marcos S. Scauso	
<b>Course:</b> Development, Globalization, and Colonialisms	<b>Term:</b> Fall 2022
<b>Time:</b> M/W/F at 2pm – 2:50pm.	<b>Location:</b> CAS 1 - 120
<b>Office Hours:</b> F. between 3pm-4pm and by appointments (e-mail me to find a time).	<b>Office:</b> CAS3 – 310 or via Zoom.
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**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

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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 privilege, 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

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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 and Wednesdays**, students will be encouraged to think from within each approach. This pedagogical strategy shows the epistemic power and consistency of each theory. Then, during **Fridays**, 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.



## **Course goals/student learning objectives**

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- **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 Friday, 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 travel to the Metropolitan Museum of New York City and investigate one of the colonial legacies evidenced in this space. 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.



## Required texts/material

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- **Peet, Richard and Elaine Hartwick.** (2015). *Theories of Development: Contentions, Arguments, Alternatives*. Third Edition. New York; London: Guilford Publications.
- **Scauso, Marcos S.** (2021). *Intersectional Decoloniality: Reimagining IR and the Problem of Difference*. New York: Routledge.
  - In order to avoid buying the book, we will use sections that I will provide as a PDF file.
  - If you decide to buy the book, please let me know because I will donate whatever profit I receive from it to the Indigenous Students Union at QU.
- **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, which might help you searching for these articles if the links do not work properly.
- **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 for free by students of Quinnipiac University).



### **Communication outside the classroom:**

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- **Student hours / Office hours:**
  - Office hours on F. from 3pm to 4pm.
    - Office hours can take place in person in CAS3-310 or via Zoom. Please e-mail me to confirm the modality and time you prefer. I will provide a Zoom link via e-mail if this is your preferred modality.
  - Students can set up appointments at different times throughout the week via e-mail.
  - I will also answer my office phone (203-582-7519) during M/W/F between 3pm and 4pm.

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.

However, since I am not a trained counselor, I have important limitations. Also remember that all professors and staff members of Quinnipiac University are mandated reporters under Title IX. Beyond 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, but I usually prioritize e-mails during morning hours and before 5pm. If you have an urgent enquiry, please feel free to add the word “urgent” to the subject of the e-mail and I will try to respond as soon as possible. During the weekend, I might take longer to answer or might stay away from my e-mail in order to prioritize research, writing, and self-care.
- **Anonymous and open survey:** I created a survey that is completely anonymous and continuously open (<https://es.surveymonkey.com/r/7M3B7TR>) 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.
- 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 before 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.





- **Work and assignments:**

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- **Attendance (7% of the grade):**

- **Classes might take three different modalities:**

- **On campus:** We will be meeting on campus. This means that you will be able to go to our class on campus every Monday, Wednesday and Friday at 2pm. This **is the main modality** of the course and the one you should prioritize unless you become sick or have emergencies. I will take attendance in class.
  - **Online and synchronous:** If you are not feeling well, have become sick, or have other issues, you can access our class online via the Zoom link provided below. In order to access this modality, you will **need to e-mail me and justify the modality**. If I do not receive a notification and a legitimate excuse, the attendance might not count towards your grade. If all classes go remote due to state or university-wide policies, we will meet via Zoom during our assigned schedule. Please let me know that you are online when I take attendance.
    - For **Zoom meetings:** we will meet during our usual times (Mondays, Wednesdays, and Fridays between 2pm and 2:50pm). Our class meeting ID is 944-2196-7690 (Password: IR2022) or the direct link is: <https://quinnipiac.zoom.us/j/94421967690?pwd=bVZuQjltWi9lWG1ySE9WTGdjSWRzUT09>
  - **Recorded and asynchronous:** If you have to miss a synchronous class due to emergencies, illness, or other issues, you will be able to access recorded classes. You can also request recorded classes to review particular lectures. This is not the main modality of the course and I expect you to use asynchronous recordings only when needed and when you notify me. To access these recordings, you can e-mail me. Please let me know the date of the class recording that you will need and I will share the link with you.
- **If you miss attendance** and would like to make up some of these points with the recordings, contact me. In two unexcused cases, you will be able to access the recordings and make up attendance by sending me a one-page long summary of the lecture or discussion. If the absence is excused, you will not need to make up attendance, but you can still watch the recordings to access the lecture and stay up to date.



- **Participation (15% of your grade):**

- In this class, participation is a key factor for your success. I expect you to ask appropriate questions that will help you to understand the approaches and, more importantly, apply them to your own research.
- In order to gain participation points, you will have two different kinds of opportunities:
  - If you actively participate in class multiple times throughout the week with appropriate questions, comments, critiques, suggestions, and so on, I might give you a **sticky note**, which is the equivalent of 1.5 points of participation. You can then write your name on the sticky note and turn it back to me at the end of the class. I will use it as a reminder to add the point to your grade. Please notice that you can earn sticky notes only with **active, appropriate, and outstanding participation each week**.
  - Each week, you should take **notes** in class and you should add a **small summary** of the readings. If you do not receive sticky notes in a particular week, you can turn these notes in to me. As long as these notes do not entail any plagiarism, include the readings, and evidence your own participation for the entire week, you can receive up to 1.5 points for them. That is, your notes should include discussions about all three days of the week and the readings.
    - **To turn in notes**, you can simply write or copy and paste your notes into the assignment for weekly participation. Go to the assignments in Blackboard, find the “participation” assignment for whatever week you need, and click on “**Write Submission**”. You can then paste your notes and submit them. If you write in word, PDF, or take hand-written notes that you can photograph, you can just **add a file attachment** instead. You can click on “Browse my computer” and then upload whatever file you use to show me your notes. If you take hand-written notes and would like to take pictures of them, please make sure you paste them into a **single document** and then upload that file.
    - These notes should be submitted **before each Sunday at 11:59pm**.
    - Each set of notes submitted should **demonstrate engagement** in the class and with the readings for each week; they should reflect sufficient quality in their content. They should show that you have followed the discussion, connected the examples and illustrations to the concepts, and engaged with the material, processing information and **not simply copying and pasting from slides or from readings** (If you use my slides to take notes, make sure to paste them in a different color than your own notes or at least highlight them and signal that they are not your own notes). I will not be grading grammar or spelling, but your notes will be **assessed for content quality** because they have to demonstrate engagement and participation.
- If your notes attain this level of quality, you can receive up to **1.5 points for each weekly submission**. If this is the case, you will need to turn in only 10 sets of notes





(reaching 15 points max.). If your notes do not receive 1.5 points, you can turn in more of them to reach the 15 points. If you receive 10 sticky notes, you will also get the maximum participation score of 15 points. **With class notes or sticky notes, you cannot exceed 1.5 points per week or 15 points of participation in total.**

If these forms of **participation are not adequate for you**, please contact me via e-mail and I will try to accommodate your circumstances while also meeting the learning goals of the class.

- **Presentation (15% of the grade):**
  - Students will be required to do **one presentation**, which will aim primarily to discuss the limitations or biases 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 the limitations or biases of our weekly approach in 5 minutes each. 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 Fridays. Please sign up and select your presentation date as soon as possible: [Click Here](#)
  - Once you have selected a time and topic, you will be able to present in person at the beginning of class on Fridays in order to start the discussion of the limitations of approaches. You can use PowerPoint by sharing your screen in class, but the slides have to be sent to me at least 48 hours in advance.
- **Experiential Learning (8 % of the grade) and Essay (25% of the grade):**
  - Students will be encouraged to participate in an opportunity of experiential learning. Students will travel to the Metropolitan Museum of New York City and investigate one of the colonial legacies evidenced in this space. If students prefer to avoid the trip, they can also choose a political or social organization to examine their work and conduct interviews, but documentation will be required to prove their participation.
  - During the trip, students will get the opportunity to visit the Metropolitan Museum of NYC. Then, they will focus on a particular exhibit or aspect of the museum to take pictures and gather evidence of a colonial legacy affecting or shaping this space. The participation in the trip (or in their own visit to another organization) and the discussions of the following week will be worth 8% of the grade. Students will be able to submit their notes into the “Experiential Learning Participation” assignment, but these notes should focus on clarifying how they participated in the discussions (students will not need to submit other notes for regular participation during the week of the experiential learning). Then, Students will be asked to write an essay, adding theory and literature about the specific colonial legacy that the Museum evidences. The paper will have to ask a particular research question about the Museum, use



literature to create a theoretical framework, and analyze evidence to support the student's hypothesis. In the conclusion, the essay should also include an analysis of how students experienced their own biases confronted by the analysis of colonial legacies and their research. In order to achieve this goal, students will turn in a 5-page essay (with an additional page or two for references and as many pages of an appendix as needed) to the "Experiential Learning Paper" assignment, which will be worth 25% of the total grade.

- **Reflective essay (5% of the grade):**
  - At the end of the semester, students will be asked to turn in a **reflective essay** of 300-600 words, which will be worth 5% of the grade.
  
- **For the final exam** (worth 25% of the grade), I will create a **test in Blackboard**.
  - This exam will include multiple choice, true or false, and essay questions, but the exam will be **open book and in person**. This means that the questions will require more processing because they will include more critical thinking. This will not be a merely conceptual exam, where we just describe things that others say. Instead, the exam will focus more on the possibility of deploying our knowledge in particular situations, showing that we have studied prior to the exam and do not need to spend all of our time looking up concepts.
  - Second, the exam will be **timed** and it will turn off automatically after 2 hours if you do not finish it before (please send me an e-mail if you need accommodations).
  - Third, once you open the exam, you will have to **finish it**. We will only have **one opportunity** to do the exam.
  - Fourth, the exam will take place during final's week: December 12-16.
  
- **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:**

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Evaluation Method

Assignment	Points for each Assignment	Total
Attendance (secret phrases)		7
In class discussion and participation (notes)	1.5	15
Presentation		15
Experiential learning participation		8
Experiential learning essay		25
Final exam		25
Reflective Essay		5
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://catalog.qu.edu/academics/grading-system/>):

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



## Class policy

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### Late Work

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Every assignment for this class is time-sensitive. Acceptable reasons for delayed deadlines or missed assignments 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 might be required 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 applied.

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, attendance has its own rules to make up points. Also, 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 and documented.

### Online Modality and Personal Responsibility

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As you might know, the threat of COVID-19 is still very much present in our daily life. If we have to move to a fully remote modality or if you have to use Zoom due to health reasons, I will do everything within my power to guarantee the quality of your education. Despite my efforts, online modalities also require some things from you:

1. The Covid-19 pandemic is an unprecedented situation, with unprecedented decisions, and still with emerging knowledge that changes policies and regulations. Hence, we will all need to **learn to be flexible** in our planning if we want to fulfill our educational goals. I will continue making everything as democratic, clear, and explicit as possible, but you will need to read my e-mails and follow online conversations if you want to succeed in my class.
2. Learning online tends to demand **more self-reliance**. I will make myself available and we will have live lectures, but you will need to read all of my e-mails, messages, syllabi modifications, and suggestions in order to success.
3. You will also need to learn **how to use online tools** such as Blackboard, TechSmith, and others. If you have any questions about them or if you have limited access to technology, please e-mail me and/or technical support at Quinnipiac. You can also use our anonymous survey if you prefer to avoid sharing your name. If I know about the situation of different students, I can adapt correspondingly, **avoiding inequality** and unnecessary obstacles in our education.



4. Also, having a class online entails that **the modality** of our meetings, assignments, finals, office hours, and everything we share in our class will be different. Hence, please read carefully all clarifications and instructions, which will help you to navigate the rest of the semester.

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

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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](mailto: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/>)**

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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>)

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### **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>)

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### **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	August 29 <sup>th</sup>	Introduction to the class and logistics	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Syllabus</li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> </ul>
	August 31 <sup>st</sup>	Introduction to “Development”	<ul style="list-style-type: none"> <li>• <b>Required</b> <ul style="list-style-type: none"> <li>○ Development and Globalization: <ul style="list-style-type: none"> <li>▪ (Peet and Hartwick 2015) (For complete references, see the “Complete Bibliography” section at the end of the syllabus) <ul style="list-style-type: none"> <li>• Ch. 1</li> </ul> </li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ (Richards 2014) <ul style="list-style-type: none"> <li>▪ Decolonizing Globalization Studies</li> </ul> </li> </ul> </li> </ul>
	September 2 <sup>nd</sup>	Dilemmas of “Improving”	<ul style="list-style-type: none"> <li>• <b>Required</b> <ul style="list-style-type: none"> <li>○ (Scauso 2021b) <ul style="list-style-type: none"> <li>▪ Article in R-International Relations</li> <li>▪ <a href="#">Click Here</a></li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> <li>○ Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ul> </li> </ul>



2	September 5 <sup>th</sup>	<b>No classes</b>	<ul style="list-style-type: none"> <li>• No classes: Labor Day</li> </ul>
	September 7 <sup>th</sup>	<b>Spanish Empire and colonial legacies:</b> without a soul, not a “human being”	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ El Requerimiento (1513) <ul style="list-style-type: none"> <li>▪ (Rubios 1513) (Find it in Blackboard in “Course Material”)</li> <li>▪ <a href="#">Link here</a></li> </ul> </li> <li>○ (Wynter 1995) <ul style="list-style-type: none"> <li>▪ The Pope must have been drunk <ul style="list-style-type: none"> <li>• Until section on “Two understandings of humanity”</li> <li>• <a href="#">Link here</a></li> </ul> </li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ (Mignolo 2000) <ul style="list-style-type: none"> <li>▪ Local histories/global designs</li> </ul> </li> <li>○ “Even the Rain” film <ul style="list-style-type: none"> <li>▪ Director: Icíar Bollaín (2010)</li> </ul> </li> </ul> </li> </ul>
	September 9 <sup>th</sup>	<b>Presentations and discussions</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ <b>Presentations are due at the beginning of class.</b></li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> <li>○ Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ul> </li> </ul>



3	September 12 <sup>th</sup>	<b>Civilization and Barbarism:</b> reason, citizenship, and peace	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Locke 1980)           <ul style="list-style-type: none"> <li>▪ Second Treatise of Government               <ul style="list-style-type: none"> <li>• Ch. I, II, and III</li> <li>• <a href="#">Link here</a></li> </ul> </li> </ul> </li> <li>○ Online meeting in Zoom:           <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> </ul>
	September 14 <sup>th</sup>	More civilization and barbarism	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Fernández, Scauso, and Stavrevska 2022)           <ul style="list-style-type: none"> <li>▪ Liberalism and citizenship               <ul style="list-style-type: none"> <li>• <a href="#">Link Here</a></li> </ul> </li> </ul> </li> <li>○ Online meeting in Zoom:           <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ (Oneal, Russett, and Berbaum 2003)           <ul style="list-style-type: none"> <li>▪ Kantian Peace and liberalism in IR</li> </ul> </li> <li>○ (Rivera 1990)           <ul style="list-style-type: none"> <li>▪ Liberal democracy and marginalization in Bolivia</li> </ul> </li> </ul> </li> </ul>
	September 16 <sup>th</sup>	<b>Discussion and Presentations</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Online meeting in Zoom:           <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> <li>○ <b>Presentations are due at the beginning of class.</b></li> <li>○ Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ul> </li> <li>• <b>Optional:</b> <ul style="list-style-type: none"> <li>○ <b>Extra credit commentary #1</b> (please submit it in Blackboard under “assignments” by Sunday at 11:59pm).</li> </ul> </li> </ul>





4	September 19 <sup>th</sup>	<b>Keynesian Economics:</b> the government to the rescue!	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> <li>▪ Ch. 3 (until “Neoliberalism” section)</li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> </ul>
	September 21 <sup>st</sup>	<b>No classes</b>	<ul style="list-style-type: none"> <li>• <b>No classes: Prof. Scauso attends International Studies Association – West Conference.</b></li> </ul>
	September 23 <sup>rd</sup>	<b>No classes</b>	<ul style="list-style-type: none"> <li>○ <b><u>No classes</u></b></li> <li>○ <b><u>No presentations are due this week</u></b></li> <li>○ Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ul>



5	September 26 <sup>th</sup>	<b>Keynesian Economics:</b> Continued.	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> <li>▪ Ch. 3 (until “Neoliberalism” section)</li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> </ul>
	September 28 <sup>th</sup>	More Keynesian economics	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Gilmore 1999) <ul style="list-style-type: none"> <li>▪ Racism, Carceral Keynesianism, and the U.S.A. (Library website)</li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ (Felix 1989) <ul style="list-style-type: none"> <li>▪ Import Substitution and Late Industrialization</li> </ul> </li> <li>○ (Cline 1982) <ul style="list-style-type: none"> <li>▪ The East Asian Model of Development</li> </ul> </li> </ul> </li> </ul>
	September 30 <sup>th</sup>	<b>Discussion and Presentations</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> <li>○ <b>Presentations are due at the beginning of class.</b></li> <li>○ Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ul> </li> </ul>



6	October 3 <sup>rd</sup>	<b>Neoliberalism and a Globalization:</b> The “world” of today.	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> <li>○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> <li>▪ Ch. 3 (from “Neoliberalism” section on)</li> </ul> </li> <li>○ (Quijano 2000) <ul style="list-style-type: none"> <li>▪ Coloniality of power, Eurocentrism, and Latin America (Library website)</li> </ul> </li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ (Agathangelou 2013) <ul style="list-style-type: none"> <li>▪ Queer perspectives on neoliberalism</li> </ul> </li> <li>○ (Hartmann 1976) <ul style="list-style-type: none"> <li>▪ Job markets and gender biases</li> </ul> </li> </ul> </li> </ul>
	October 5 <sup>th</sup>	<b>No classes</b>	<ul style="list-style-type: none"> <li>▪ <b>No classes: Yom Kippur</b></li> </ul>
	October 7 <sup>th</sup>	<b>Discussion and Presentations</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> <li>○ <b>Presentations are due at the beginning of class.</b></li> <li>○ Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ul> </li> </ul>
	Saturday - October 8 <sup>th</sup>	<b>Trip to the Metropolitan Museum in NYC</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Examination of a particular colonial legacy evidenced in the Metropolitan Museum in New York City.</li> </ul> </li> </ul>



7	October 10 <sup>th</sup>	<b>Discussion</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Participation                             <ul style="list-style-type: none"> <li>▪ Discussion about your paper, research question, and assignment.</li> </ul> </li> <li>○ Online meeting in Zoom:                             <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> </ul>
	October 12 <sup>th</sup>	<b>Discussion</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Participation                             <ul style="list-style-type: none"> <li>▪ Discussion about your paper, research question, and assignment.</li> </ul> </li> <li>○ Online meeting in Zoom:                             <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> </ul>
	October 14 <sup>th</sup>	<b>Discussion</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Participation                             <ul style="list-style-type: none"> <li>▪ Discussion about your paper, research question, and assignment.</li> </ul> </li> <li>○ Online meeting in Zoom:                             <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> <li>○ For <b>participation, this week is worth 8%</b> of your grade and is not taken into account for regular participation. Submit your notes by Sunday at 11:59pm into the “Experiential learning participation” assignment and clarify how you participated in the discussions of this week.</li> </ul> </li> </ul>



8	October 17 <sup>th</sup>	<b>Sustainable Development:</b> how about “our” future?	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (United Nations 2019) <ul style="list-style-type: none"> <li>▪ Sustainable Development Goals</li> <li>▪ <a href="#">Click Here</a></li> </ul> </li> <li>○ Video: Denial of climate change in the U.S. Gov.: John Stewart. <a href="https://youtu.be/IPgZfhnCADl">https://youtu.be/IPgZfhnCADl</a></li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ (Robert, Parris, and Leiserowitz 2005) <ul style="list-style-type: none"> <li>▪ What is Sustainable Development?</li> </ul> </li> </ul> </li> </ul>
	October 19 <sup>th</sup>	Sustainable Development	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Colello, Pathak, and Scauso 2022) <ul style="list-style-type: none"> <li>▪ The biases of sustainable development</li> <li>▪ <a href="#">Click Here</a></li> </ul> </li> <li>○ The story of Stuff (film): <a href="#">Link</a></li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ (Escobar 2011) <ul style="list-style-type: none"> <li>▪ Sustainability: Designs for the pluriverse</li> </ul> </li> </ul> </li> </ul>
	October 21 <sup>st</sup>	<b>Discussion and Presentations</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Guest Lecture: Gabriella Colello, Ph.D. student at UCI.</li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> <li>○ <b>Presentations are due at the beginning of class.</b></li> <li>○ Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ul> </li> <li>• <b>Optional:</b> <ul style="list-style-type: none"> <li>○ <b>Extra credit commentary #2</b> (please submit by Sunday at 11:59pm in Blackboard).</li> </ul> </li> </ul>



9	October 24 <sup>th</sup>	<b>Marxism and revolution: industrialization and “equality”</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> <li>▪ Ch. 5 (until section on “Imperialism”)</li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> </ul>
	October 26 <sup>th</sup>	Marxism and more revolution	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Scauso 2018) <ul style="list-style-type: none"> <li>▪ Dissertation: Ch. 1 <ul style="list-style-type: none"> <li>• Between pages 1 and 28 (<a href="#">link</a>)</li> </ul> </li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ (De La Barra and Dello Buono 2009) <ul style="list-style-type: none"> <li>▪ Social movements in Latin America</li> </ul> </li> <li>○ (Petras and Veltmeyer 2001) <ul style="list-style-type: none"> <li>▪ Social movements and revolution</li> </ul> </li> <li>○ (Petras and Veltmeyer 2005) <ul style="list-style-type: none"> <li>▪ More social movements</li> </ul> </li> </ul> </li> </ul>
	October 28 <sup>th</sup>	<b>Discussion and Presentations</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>○ <b>Presentations are due at the beginning of class.</b></li> <li>○ Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> <li>○ <b>Submit experiential learning essay in our Blackboard website</b> by Sunday, October 30th, before 11:59pm into the “Experiential learning paper” assignment.</li> </ul>





10	October 31 <sup>st</sup>	<b>Dependency theory</b> and decoloniality: development for whom?	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> <li>▪ Ch. 5 (from the “Imperialism” section on)</li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> </ul>
	November 2 <sup>nd</sup>	Dependency theory and decoloniality	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Quijano and Wallerstein 1992) <ul style="list-style-type: none"> <li>▪ World systems theory and Latin America (Library website)</li> </ul> </li> <li>○ Video: The Middle East and colonialism: John Stewart <a href="https://youtu.be/HSIriHaSIWA">https://youtu.be/HSIriHaSIWA</a></li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ (Taylor 2012) <ul style="list-style-type: none"> <li>▪ Decolonial theory in I.R.</li> </ul> </li> <li>○ (Gržinić 2019) <ul style="list-style-type: none"> <li>▪ Decoloniality in Southeast Europe</li> </ul> </li> <li>○ (Harsha 2013) <ul style="list-style-type: none"> <li>▪ Undoing Border Imperialism</li> </ul> </li> <li>○ (Lugones 2007) <ul style="list-style-type: none"> <li>▪ Gender, Sexuality, and Colonialism</li> </ul> </li> <li>○ (Mignolo 2009) <ul style="list-style-type: none"> <li>▪ Epistemic Disobedience</li> </ul> </li> </ul> </li> </ul>
	November 4 <sup>th</sup>	<b>Discussion and Presentations</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>○ <b>Presentations are due at the beginning of class.</b></li> <li>○ Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ul>



	November 7 <sup>th</sup>	<b>Indianismo:</b> using the master's tools	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Scauso 2018) <ul style="list-style-type: none"> <li>▪ Dissertation: Ch. 3 (<a href="#">link</a>)</li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> </ul>
11	November 9 <sup>th</sup>	<b>Indianismo</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Indigenous resistance in the Amazon: <a href="#">Link</a></li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ Documentary: Struggles in Argentina and Bolivia: <a href="#">Click here</a></li> <li>○ (Ari 2014) <ul style="list-style-type: none"> <li>▪ Earth politics in Bolivia</li> </ul> </li> <li>○ (Canessa 2005) <ul style="list-style-type: none"> <li>▪ Natives Making Nation</li> </ul> </li> </ul> </li> </ul>
	November 11 <sup>th</sup>	<b>Discussion and Presentation</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> <li>○ <b>Presentations are due at the beginning of class.</b></li> <li>○ Remember to <b>turn in</b> your notes for <b>participation</b> in our "Assignments" for the week by Sunday at 11:59pm.</li> </ul> </li> </ul>



12	November 14 <sup>th</sup>	<b>Post- structuralism and Post-colonialism:</b> the “truth” of orientalism	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> <li>▪ Ch. 6</li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> </ul>
	November 16 <sup>th</sup>	Post-structuralism and Post- colonialism	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Scauso 2021a) <ul style="list-style-type: none"> <li>▪ Ch. 5</li> <li>▪ <a href="#">Click Here</a></li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ (Foucault 1971) <ul style="list-style-type: none"> <li>▪ Interview of M. Foucault (<a href="#">Click here</a>)</li> </ul> </li> <li>○ Edward Said short video: (<a href="#">Click here</a>)</li> <li>○ (Mohanty 1988) <ul style="list-style-type: none"> <li>▪ Under the Western Eye</li> </ul> </li> <li>○ (Said 1978) <ul style="list-style-type: none"> <li>▪ Orientalism</li> </ul> </li> <li>○ (Spivak 2010) <ul style="list-style-type: none"> <li>▪ Can the Subaltern Speak?</li> </ul> </li> <li>○ (Zegeye and Vambe 2006) <ul style="list-style-type: none"> <li>▪ African indigenous knowledges and heterogeneity</li> </ul> </li> </ul> </li> </ul>
	November 18 <sup>th</sup>	<b>Discussion and Presentations</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> <li>○ <b>Presentations are due at the beginning of class.</b></li> <li>○ Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ul> </li> <li>• <b>Optional:</b> <ul style="list-style-type: none"> <li>○ <b>Extra credit commentary #3</b> (please submit in Blackboard by Sunday at 11:59pm).</li> </ul> </li> </ul>



13	November 21 <sup>st</sup> – 27 <sup>th</sup>	<b>Fall break</b>	<b>No classes</b>
14	<u>November 28<sup>th</sup></u>	<b>Feminism and Intersectionality:</b> Multiple voices and struggles.	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> <li>▪ Ch. 7</li> </ul> </li> <li>○ What is Feminism: <a href="#">Click here</a></li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> </ul>
	November 30 <sup>th</sup>	Feminism and Intersectionality	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Méndez 2018) <ul style="list-style-type: none"> <li>▪ Intersectional feminism and decolonization (Library website)</li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ (Cho, Crenshaw, and McCall 2013) <ul style="list-style-type: none"> <li>▪ Intersectionality</li> </ul> </li> <li>○ (Crenshaw 1991) <ul style="list-style-type: none"> <li>▪ Justice and intersectionality</li> </ul> </li> <li>○ (Collins 2015) <ul style="list-style-type: none"> <li>▪ Black feminists movements and intersectionality</li> </ul> </li> </ul> </li> </ul>
	December 2 <sup>nd</sup>	<b>Discussion and Presentations</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>○ <b>Presentations are due at the beginning of class.</b></li> <li>○ Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ul>



15	December 5 <sup>th</sup>	<b>Radical Democracy:</b> Listen to other “others.”	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Peet and Hartwick 2015) <ul style="list-style-type: none"> <li>▪ Ch. 8</li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> </ul>
	December 7 <sup>th</sup>	Radical Democracy: <b>Radical epistemics</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ (Scauso 2021a) <ul style="list-style-type: none"> <li>▪ Ch. 6 <ul style="list-style-type: none"> <li>• Intersectional decoloniality (Blackboard)</li> </ul> </li> </ul> </li> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>• <b>Recommended:</b> <ul style="list-style-type: none"> <li>○ (Inayatullah and Blaney 2004) <ul style="list-style-type: none"> <li>▪ The problem of difference</li> </ul> </li> <li>○ (Mohanty 2003) <ul style="list-style-type: none"> <li>▪ Under western eyes revisited</li> </ul> </li> <li>○ (Rivera 2018) <ul style="list-style-type: none"> <li>▪ A Ch’ixi World is Possible</li> </ul> </li> <li>○ (Weber 2016) <ul style="list-style-type: none"> <li>▪ Queer Theory and being “impossibly pluralist”</li> </ul> </li> </ul> </li> </ul>
	December 9 <sup>th</sup>	<b>Discussion and Presentations</b>	<ul style="list-style-type: none"> <li>• <b>Required:</b> <ul style="list-style-type: none"> <li>○ Online meeting in Zoom: <ul style="list-style-type: none"> <li>▪ Meeting ID: 944-2196-7690</li> <li>▪ Password: IR2022</li> <li>▪ Direct link: <a href="#">Click Here</a></li> </ul> </li> </ul> </li> <li>○ <b>Presentations are due at the beginning of class.</b></li> <li>○ <b>The Reflective Essay is due in Blackboard By Sunday, December 11<sup>th</sup>, at 11:59pm.</b></li> <li>○ Remember to <b>turn in</b> your notes for <b>participation</b> in our “Assignments” for the week by Sunday at 11:59pm.</li> </ul>



15	December 12 <sup>th</sup> – 16 <sup>th</sup>	<b>Final Exam</b>	<ul style="list-style-type: none"><li>• Required:<ul style="list-style-type: none"><li>○ All the readings, films, and discussions throughout the class</li><li>○ Online meeting in Zoom:<ul style="list-style-type: none"><li>▪ Meeting ID: 944-2196-7690</li><li>▪ Password: IR2022</li><li>▪ Direct link: <a href="#">Click Here</a></li></ul></li></ul></li></ul>
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