**Revised: November 6, 2022**

**Patterson School of Diplomacy and International Commerce**

**University of Kentucky**

**DIP 600-005**

**The Politics and Foreign Relations of the Global South**

**Spring 2023**

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Office Hours: To be announced.

**COURSE DESCRIPTION**

This special topics graduate course surveys the political, economic, and social aspects of countries located in regions of the world collectively known as the *Global South*, or the “developing” world, which represents approximately two-thirds of humanity. This seminar is concerned with factors that have historically affected (and continue to affect) the domestic and external affairs of these countries. This course begins with an examination of the socio-economic and political development experience of the various regions, to include topics such as race/ethnicity, public health, religion, and domestic and regional security. The course then turns attention to the foreign affairs of the countries of these regions, with special emphasis on South-South and North-South dimensions.

**UNIVERSITY MANDATED INFORMATION**

**Student Learning Outcomes –**

* Students will acquire a broad knowledge and understanding of important historical events and trends relevant to Global South affairs in the post-WWII period.
* Students will acquire a broad knowledge and understanding of actors (key individuals, collectivities, and state and non-state entities), regions, and issues pertaining to Global South affairs.
* Students will explore and acquire understanding of various Global South perspectives on socio-economic development.
* Students will acquire a broad knowledge and understanding of the foreign relations of the Global South – that is, the North-South and South-South dimensions of such relations.

**Academic Offenses Rules:**

Students shall not plagiarize, cheat, or falsify or misuse academic records.

**Plagiarism**: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

Senate Rule 6.3.1 states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review, peer review) allowed by the Instructor of Record or that person’s designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one’s own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Cheating** is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

**Misuse of academic records**: Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

**Excused Absences and Acceptable Excuses**

**Excused Absences**: Senate Rules 5.2.5.2.1 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.5.2.3.1)

### Religious Observances

**Religious Observances**: Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Senate Rules 5.2.5.2.1(4) requires faculty to include any notification requirements within the syllabus. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [*the Ombud’s website*](https://www.uky.edu/ombud/religious-observation-accommodations)or calling 859-257-3737.

### Verification of Absences

**Verification of Absences**:Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.5.2.1 states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

### Make-Up Work

**Make-Up Work**: Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing. According to SR 5.2.5.2.2, if a student adds a class after the first day of classes and misses graded work, the instructor must provide the student with an opportunity to make up any graded work.

### Excused Absences for Military Duties

**Excused Absences for Military Duties**: If a student is required to be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure (per SR 5.2.5.2.3.2) shall apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of his/her courses and instructors.
2. The Director will verify the orders with the appropriate military authority, and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
3. The Instructor of Record shall not penalize the student’s absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

### Unexcused Absences

**Unexcused Absences:** If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the instructor cannot penalize a student for any unexcused absences. (SR 5.2.5.2.3.3)

### Prep Week and Reading Days

**Prep Week and Reading Days**: Per *Senate Rules 5.2.5.6*, the last week of instruction of a regular semester is termed "Prep Week.” This phrase also refers to the last three days of instruction of the summer session and winter intersession. The Prep Week rule applies to ALL courses taught in the fall semester, spring semester, and summer session, including those taught by distance learning or in a format that has been compressed into less than one semester or session. This rule does not apply to courses in professional programs in colleges that have University Senate approval to have their own calendar.

Make-up exams and quizzes are allowed during Prep Week. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period for that course. No written examinations, including final examinations, may be scheduled during the Prep Week. No quizzes may be given during Prep Week. No project/lab practicals/paper/presentation deadlines or oral/listening examinations may fall during the Prep Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week. (A course with a lab component may schedule the lab practical of the course during Prep Week if the lab portion does not also require a Final Examination during finals week.) Class participation and attendance grades are permitted during Prep Week. The *Senate Rules* permit continuing into Prep Week regularly assigned graded homework that was announced in the class syllabus.

For fall and spring semester, the Thursday and Friday of Prep Week are study days (i.e. “Reading Days”). There cannot be any required "interactions" on a Reading Day. "Interactions" include participation in an in-class or online discussion, attendance at a guest lecture, or uploading an assignment. See *Senate Rules 9.1* for a more complete description of required interactions.

## Accommodations Due to Disability

**Accommodations Due to Disability**: In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, [via email](https://www.uky.edu/universitysenate/drc@uky.edu) ([drc@uky.edu](mailto:drc@uky.edu)) or visit their [website](http://www.uky.edu/DisabilityResourceCenter)(uky.edu/DisabilityResourceCenter). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

## Non-Discrimination Statement and Title IX Information

**Non-discrimination and Title IX policy**: In accordance with federal law, UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK’s prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK’s Administrative Regulation 6:1 (“Policy on Discrimination and Harassment”)](https://www.uky.edu/regs/ar6-1)(<https://www.uky.edu/regs/ar6-1>). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 (“Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation”)](https://www.uky.edu/regs/ar6-2) (<https://www.uky.edu/regs/ar6-2>). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (Institutional Equity), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [Institutional Equity’s website](https://www.uky.edu/eeo/) (<https://www.uky.edu/eeo>).

Faculty members are obligated to forward any report made by a student related to discrimination, harassment, and sexual misconduct to the Office of Institutional Equity. Students can confidentially report alleged incidences through the [Violence Intervention and Prevention Center](https://www.uky.edu/vipcenter/)(<https://www.uky.edu/vipcenter>), [Counseling Center](https://www.uky.edu/counselingcenter/) (<https://www.uky.edu/counselingcenter>), or [University Health Service](https://ukhealthcare.uky.edu/university-health-service/student-health) (<https://ukhealthcare.uky.edu/university-health-service/student-health>).

Reports of discrimination, harassment, or sexual misconduct may be made to Institutional Equity here.

**Statement on Diversity, Equity, and Inclusion:**

*The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (*[*Governing Regulations XIV*](https://www.uky.edu/regs/gr14)*). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (*[*https://www.uky.edu/regs/gr14*](https://www.uky.edu/regs/gr14)*). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.*

*We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the* [*Office of Institutional Equity and Equal Opportunity*](https://www.uky.edu/eeo/)*. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.*

**Inclement Weather Policy:**

In the event of inclement weather, the University will announce any closures via the emergency notification system and/or through local news outlets. Absent an official closure, students are not excused from attending class due to weather and any absences will be considered unexcused.

**Class Recording Notification:**

The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Meetings of this course may be recorded. All video and audio recordings of lectures and class meetings, provided by the instructors, are for educational use by students in this class only. They are not to be copied, shared, or redistributed.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member.

Video and audio recordings by students are not permitted during class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructors and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

**EVALUATION\***

* Book Report on Richard Wright, *The Color Curtain (*6-8 pgs., single spaced) [100 pts.]

* Country Contemporary Affairs Survey (4-5 pgs., single spaced) [75 pts.]
* (2) Student Presentations – accompanying short written report [50 pts. each: total 100 pts.]
* Topical Paper (7-8 pgs., single spaced) [100 pts.]
* Class participation points [25 pts.]

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**Possible grand total points = 400**

\*Additional written guidelines and due dates are forthcoming.

**REQUIRED READINGS**

The following book is required for this course and must be purchased by students:

* Richard Wright, *The Color Curtain. A Report on the Bandung Conference*. Banner Books, 1956.

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* **[Highly Recommended]:** Ziauddin Sardar and Merryl Wyn Davies, *The No-Nonsense Guide to Islam*. Verso, 2004.
* **[Highly recommended for students with little or no background in Global South/Development studies]:** Howard Handelman & Rex Brynen, Challenges of the Developing World (9th ed.), Rowman & Littlefield, 2019.

**Students are expected to keep current on assigned readings (that is, be prepared to discuss readings in class on the day that a given topic will be examined), and, to read regularly from among scholarly journal sources dealing with topics and issues covered in this course. Some assigned readings will be made available to students.**

**Select journals include:**

**--Comparative Political Studies**

**--Comparative Politics**

**--Current History**

**--Global Governance**

**--Journal of Asian and African Studies**

**--Journal of Global South Studies**

**--Journal of Third World Studies**

**--Monthly Review**

**--Third World Quarterly**

**COURSE OUTLINE**

1. **Introduction to the Course [Week 1: Jan. 13]**

*In this special topics course, we explore the regions and countries that comprise the Global South. We consider both the historical and contemporary and domestic and external contexts of select countries. During this introductory session, we discuss the rationale for such a course and the expectations of participants.*

1. **The Global South as a Unit of Analysis [Week 2: Jan. 20]**

*What makes these areas unique in international affairs, thus, important for study as a distinct unit of analysis? What of their foreign policy inputs and outputs? What general conclusions can be drawn regarding the foreign relations of the Global South?*

Required Readings:

* **Skim:** Hudson, Valerie M., *Foreign Policy Analysis: Classic and Contemporary Theory* (2nd ed.). Rowman & Littlefield, 2014, **Ch. 1, 2, 4**.
* **Skim:** Karns, Margaret P., Karen A. Mingst and Kendall . Stiles, *International Organizations: The Politics & Processes of Global Governance* (3rd ed.). Lynne Rienner Publishers, 2015), **Ch. 9 (on economic and human development).**
* Caban, Pedro, “Hurricane Maria’s Aftermath: Redefining Puerto Rico’s Colonial Status,” *Current History*, Feb. 2019, V. 118, Issue 805, p43.
* Meskell, Lynn & Benjamin Isakhan, “UNESCO, World Heritage and the Gridlock over Yemen,” *Third World Quarterly*, V. 41 Issue 10, 2020, p1776-1791.
* Uzoigwe, Godfrey N., “Neocolonialism Is Dead: Long Live Neocolonialism,” *Journal of Global South Studies*, Spring 2019, V. 36, Issue 1, p59-87, 29p.
* Zvobgo, Keleboogile and Meredith Loken, “Why Race Matters in International Relations,” *Foreign Policy*, June 19, 2020.

1. **The Global South and the Cold War Order -- Bandung, NAM, NIEO, and More [Week 3: Jan. 27]**

*The meeting in April 1955 at Bandung, Indonesia of representatives from nearly thirty developing countries, most of them former colonies, is heralded by many observers as the enshrinement of the new South-South affairs. This is the case despite the fact that, at the time, most Western governments and news organizations looked upon the meeting with disdain, even contempt. What important issues were explored at the Bandung conference? Consider the contemporary relevance of this meeting for the Global South, and, more generally, the world community. In addition, what were significant factors during the Cold War period in the evolution of the developing countries as political entities? What of their foreign relations within the context of the bipolar world order? What role did these counties play in various global and regional institutions? NAM, NIEO, etc.*

Required Readings:

* Blain, Keisha N., “Civil Rights International: The Fight Against Racism Has Always Been Global,” *Foreign Affairs*, Sept./Oct. 2020, V. 99, #5, 176-181.
* **Highly Recommended**: Prashad, Vijay, The Darker Nations: A People’s History of the Third World (The New Press, 2008).
* Vitalis, Robert, “The Midnight Ride of Kwame Nkrumah and Other Fables of Bandung (Ban-doong),” *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* (Summer 2013), 261-288.
* **Wright, Richard, *The Color Curtain (entire)***.

1. **The Development Agenda [Week 4: Feb. 3]**

*According to authors Richard Payne and Jamal Nassar, development is the achievement of significant and measurable economic growth and the emergence of social, economic, and political institutions. Consider the experience of areas of the Global South? How have historical factors affected development efforts over time? Why have some areas seen so little overall progress over time?*

Required Readings:

* Simson, Rebecca and Mike Savage, “The Global Significance of National Inequality Decline,” *Third World Quarterly*, Jan. 2020, V. 41, Issue 1, p20-41, 22p.
* Vu, Tuong, “The Legacies of Marx and Lenin in Vietnam: A Historical and Regional Perspective,” *Third World Quarterly*, 2021, V 42, #3, 618-629.

1. **The Global South in the Post-Cold War World [Weeks 5-6: Feb. 10-17]**

*How are the countries of the Global South being affected by an increasingly globalizing and multipolar world? What are implications for their further economic and political development, and even their foreign relations? What of the BRICS and other South-South initiatives? What of the G-20 initiative?*

Required Readings:

* Andrews-Lee, Caitlin, “The Revival of Charisma: Experimental Evidence from Argentina and Venezuela,” *Comparative Political Studies*, April 2019, V. 52, Issue 5, 687-719.
* Bell, Sam R., Michael E. Flynn, and Carla Martinez Machain, “U.N. Peacekeeping Forces and the Demand for Sex Trafficking,” *International Studies Quarterly*, Sept. 2018, V. 62, Issue 3, 643-655.
* Drezner, Daniel W., “The United States of Sanctions: The Use and Abuse of Economic Coercion,” *Foreign Affairs*, Sept./Oct. 2021, V. 100, #5, 142-154.
* Hall, Gregory O., “The New North-South ‘de-Alignment’ in International Relations and the Impact on Regional and Global Affairs,” in Russell Benjamin and Gregory O. Hall (eds.), *Eternal Colonialism*. University Press of America, 2010.
* Hendricks, Chreyl and Nkululleko Majozi, “South Africa’s International Relations: A New Dawn?” *Journal of Asian and African Studies*, Feb. 2021, V. 56, #1, 64-78.
* Keranen, Outi, “What Happened to the Responsibility to Rebuild?” *Global Governance,* Jul.-Sept. 2016, 331-348.
* Marder, Lev., “Refugees Are Not Weapons: The ‘Weapons of Mass Migration’ Metaphor and Its Implications,” *International Studies Review*, Dec. 2018, V. 20, #4, 576-588.
* Stewart, Rory, “The last Days of Intervention: Afghanistan and the Delusions of Maximalism,” *Foreign Affairs*, Nov./Dec. 2021, V. 100, #6, 60-73.

**\*\*Student presentations [Weeks 7-8: Feb. 24 – Mar. 3]**

1. **A Survey of Select Topics and Issues [Weeks 9-11: Mar. 10-24]**

*Religion, nationalism, human rights, race and ethnicity, ethno-nationalist conflict, social and political instability, women in the Developing World, migration, public health (Covid-19), etc.*

Required Readings:

* Edwards, Zophia, “Racial Capitalism and COVID-19,” *Monthly Review*, Mar. 2021, V. 72, #10, 21-32.
* Heinz, Annelise, “The Roots of America’s Anti-Asian Violence,” *Current History*, Sept. 2021, V. 120, #827, 246-249.
* Iyekepolo, Wisdom O., “Boko Haram: Understanding the Context,” *Third World Quarterly* (Dec. 2016), 2211-2228.
* Miles, William, “As the Druze Go, So Goes the Middle East,” *Current History*, Dec. 2021, V. 120, #830, 366-371.
* Orkaby, Asher, “Yemen’s Humanitarian Nightmare: The Real Roots of the Conflict,” *Foreign Affairs* (Nov./Dec. 2017), 93-101.
* Rutschman, Ana Santos, “Is There a Cure for Vaccine Nationalism?” *Current History*, Jan. 2021, V. 120, #822, 9-14.
* Shah, Rajiv J., “The COVID Charter: A New Development Model for a World in Crisis,” *Foreign Affairs*, Sept./Oct. 2021, V. 100, #5, 179-191.
* Tieku, Thomas Kwasi, “The African Union Makes Its Mark I the Pandemic,” *Current History*, May 2021, V. 120, #826, 172-177.

1. **Foreign Relations of the Global South: An Overview [Weeks 11-12: Mar. 24-31]**

*Sub-Saharan Africa: What kinds of factors continue to hamper socio-economic and political development in parts of Africa? Can African authorities work together successfully to mitigate various domestic and regional conflicts? What of China’s presence and role on the Continent?*

*Asia: In many ways, this diverse region serves as the engine of contemporary world economic affairs. What are implications globally and for actors in the region? What of China’s rise, and its relations with actors such as India and Japan? What of the US relations in this part of the world during the post-Trump period?*

*MENA: What are lessons from the ‘Arab Spring?’ What will come of the Palestinian-Israeli conflict, especially in the post-Obama era? What of intra-Muslim relations, and, especially, the Saudi-Iranian divide? What does the future hold for counties like Iraq, Libya, Syria, Turkey, and Yemen, and how will developments within these places affect the region?*

*Latin America: What are future prospects for stability and further development in large countries like Brazil and Venezuela? What broad direction will Cuba take domestically and how will this shape the country’s relations with its regional counterparts?*

Required Readings:

* **Brummer & Hudson, Ch. 1, 9.**
* Bayar, Murat and Enver Arpa, “South-South Cooperation in Africa: The Niger-Turkey Case,” *Journal of Global South Studies*, Spring 2020, V. 37, #1.
* Ayres, Alyssa, “Will India Start Acting Like a Global Power? New Delhi’s New Role,” *Foreign Affairs* (Nov./Dec. 2017), 83-92.
* *Foreign Affairs*, Nov./Dec. 2019, V. 98, #6, Featured articles on the Middle East: R. Malley; M. Yahya; Benjamin & Simon.
* Friedrichs, Jorg, “Explaining China’s Popularity in the Middle East and Africa,” *Third World Quarterly*, Sept. 2019, V. 40, Issue 9, p1634-1654, 21p.
* McCarthy, Michael M., “Venezuela’s Manmade Disaster,” *Current History* (Feb. 2017), 61-67.

1. **Student Presentations and Course Wrap-Up [Weeks 13-15: Apr. 7-21]**

**RECOMMENDED READINGS**

Beckles, Hilary and Verene A. Shepherd (eds.), *Caribbean Freedom: Economy and Society from Emancipation to the Present. ation to the Present*. Ian Randle Publishers, 1993.

Brummer, Klaus and Valerie M. Hudson (eds.), *Foreign Policy Analysis Beyond North America*. Lynne Rienner Publishers, 2015.

Campbell, Horace, *Global NATO and the Catastrophic Failure in Libya*. Monthly Review Press, 2013.

Chew, Sing C. and Robert Allen Denemark (eds.), *The Underdevelopment of Development: Essays in Honor of Andre Gunder Frank*. Sage Publications, 1996.

Collier Paul, *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It.* Oxford University Press, 2007.Escobar, Arturo, *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press, 2012.

Escobar, Arturo, *Encountering Development: The Making and Unmaking of the Third World*. Princeton University. Press, 1995.

Fanon, Frantz, *The Wretched of the Earth*. Grove Press, Inc., 1963.

Galtung, Johan, *A Theory of Development: Overcoming Structural Violence*. Kolofon Press, 2010.

Gerson, Joseph, *Empire and the Bomb: How the U.S. Uses Nuclear Weapons to Dominate the World*. Pluto Press, 2007.

Henderson, Errol A*., African Realism? International Relations Theory and Africa’s Wars in the Postcolonial Era*. Rowman & Littlefield Publishers, Inc., 2015.

Hudson, Valerie M., *Foreign Policy Analysis: Classic and Contemporary Theory* (2nd ed.). Rowman & Littlefield, 2014.

Intondi, Vincent, *African Americans against the Bomb*. Stanford University Press, 2015.

Lusane, Clarence, *Colin Powell and Condoleezza Rice: Foreign Policy, Race, and the New American Century*. Praeger Publishers, 2006.

Mahbubani, Kishore, *The Great Convergence: Asia, the West, and the Logic of One World*. PublicAffairs, 2013.

Malik, Mohan, *China and India: Great Power Rivals*. FirstForum Press, 2011.

Nkrumah, Kwame, *Neo-Colonialism: The Last Stage of Imperialism*. Panaf, 1965.

Piccone, Ted, *Five Rising Democracies and the Fate of the International Liberal Order*. Brookings Institution Press, 2015.

Pillsbury, Michael, *The Hundred-Year Marathon: China’s Secret Strategy to Replace America as the Global Superpower*. St. Martin’s Press, 2016.

Prashad, Vijay, *The Darker Nations: A People’s History of the Third World*. The New Press, 2008.

Prashad, Vijay, *The Poorer Nations: A Possible History of the Global South*. Verso, 2014.

Rostow, W.W., *The Stages of Economic Growth: A Non-Communist Manifesto*. University Press, 1960.

Sachs, Jeffrey, *The End of Poverty: Economic Possibilities for Our Time*. Penguin Press, 2005.

Sen, Amartya, *Development as Freedom*. Knopf, 1999.

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