POSC 239: Globalization and Economic Development in the African Diaspora (50881)
Fall 2018
Tuesday/Thursday 1:15-3:00PM
Willis 204

Course Instructor: Dr. Charisse Burden-Stelly
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Office Hours: Leighton 223
Monday: 12:00-2:30PM
Tuesday: 9:00-10:00AM
Thursday: 3:30-5:00PM
Course Description
This course engages the foundations and meanings of development and globalization in the African diaspora, with a particular focus on the relationship between theory, ideology and practice. It is taught from the perspective of critical political economy. We will examine outcomes of development practice, both positive and negative, through a focus on globalization and its relationship to empire, racialization, colonization, diaspora, and capitalist accumulation. Additionally, we will analyze how these phenomena are described and represented as historical processes, their manifestations over time, their advocates, and those who contest and challenge their rationales and claims. This will be done against a backdrop of empirical, theoretical, and substantive representations of the actualities of development outcomes, its organization, and practice. We will also explore challenges to developmental policy and practice and proposals for alternative approaches.

Course Goals
This course is designed to help students achieve the following learning objectives:

- Identify and analyze the multiple ideologies of, approaches to, and theories about economic development and globalization, with particular attention to the African Diaspora and the “Global South”
- Examine the ways that theories of development and globalization are entangled with broad phenomena including modern racial slavery, coloniality, capitalist exploitation, and global accumulation
- Explore the material effects of development policy and practice
- Encourage students to think critically and analytically about issues such as modernization, dependency, underdevelopment, imperialism, and coloniality
- Employ discussion, collaboration, writing, and reflection as learning tools
- Provide student with the intellectual resources to critically engage political economic issues that continue to affect the world

Course Expectations
This is a reading-intensive, discussion-based course. Students are expected to come to class conversant in the material, to contribute regularly, and to engage in critical intellectual inquiry.

All students are expected to come prepared to each class with readings, notes, discussion points, and questions. Readings should be completed for the date under which they are listed. Students may use laptops or tablets for note taking in class, but they are encouraged to stay engaged lest their participation grade suffer. Every member of the course is required to abide by the “Course Code of Conduct” agreed upon during the second week of the term. It is the professor’s right and responsibility to ensure that the classroom is free of disruption, disrespect, and distraction.

The professor is expected to arrive to each class meeting prepared and on time; to follow the syllabus unless students have been notified about changes; to evaluate and return work in a thorough and timely manner; to avail herself during scheduled office hours; to communicate clearly about expectations; and to run the course fairly and judiciously.
Required Texts

Recommended Text
Course Requirements
Take-home midterm exam 20%
Final exam 20%
Case study 20%
Documentary critical response 15%
Quizzes (3 @ 5%) 15%
Participation 10%

Grading Policy
Final grades will be based on cumulative points, not on a curve. A maximum of 1000 points can be earned. The following conversion from number to letter grade will be used:

A- 90-93.9   A 94-100
B- 80-83.9   B 84-87.9   B+ 88-89.9
C- 70-73.9   C 74-77.9   C+ 78-79.9
D- 60-63.9   D 64-67.9   D+ 68-69.9
F below 60

Mandatory Lecture
Half of students’ participation grade will be based on attending a lecture given by Gerald Horne on Wednesday October 17, 2018 at 3:30pm. Students must attend for the entire time and write a 250-word response. If students have a course during that time, they must arrange with the professor to attend an alternative campus lecture.

S/Cr/NC (Scrunch) Policy
If students choose to “scrunch” this course, they must complete all major assignments and miss no more than five course meetings in order to receive a “Satisfactory” or “Credit” grade. The form must be signed by me and submitted by 5:00pm on Friday October 26, 2018.

Late Policy
Students will have three (3) “late days” that can be used throughout the term for written assignments. Quizzes and the final exam are excluded. Once those days are exhausted, no late work will be accepted, no exceptions.

Accommodations
Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services Office (Burton Hall 03) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact Chris Dallager, Director of Disability Services, by calling 507-222-5250 or sending an email to cdallager@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.
**Written Assignments**

All assignments should be uploaded to Moodle by 5:00pm on the due date. Please have a backup technology plan in place; no extensions will be granted based on computer or internet malfunctions.

Assignments must be appropriately formatted (12-point Times New Roman font, 1-inch margins, double spaced, right justified), and include the student name, date, and title of assignment clearly visible. **They must follow Chicago Manual of Style endnote format.** A guide can be found at: [https://owl.english.purdue.edu/owl/resource/717/01/](https://owl.english.purdue.edu/owl/resource/717/01/)

The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website. You can reserve specific times for conferences by using the online appointment system. Walk-ins are welcome, though writers with appointments have priority.

The reference librarian for this course is Claudia Peterson (cpeterson3@carleton.edu). Students are encouraged to ask a librarian for help with their research in this class. They can drop by the library’s Research/IT desk to ask any question, at any point in the process, or chat with a librarian online 24/7. Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at [go.carleton.edu/library](http://go.carleton.edu/library).

**Academic Dishonesty**

Students are required to do their own work for individual assignments and to make an equal contribution when working in groups. The professor expects that anything submitted is entirely original and a reflection of the student’s own efforts. Plagiarism, cheating, bribes, and other forms of academic dishonesty will earn a failing grade. Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. Examples include: the wholesale copying of passages from works of others and passing it off as your own, and the use of the views, opinions, insights, analysis, or research of another without proper citation. Additionally, Carleton’s student disciplinary policy will be strictly followed in dealing with incidents of academic dishonesty.
This Syllabus
The syllabus is a “live” document. While students may rely upon it for readings and assignments, they should be aware that it will change from time to time. Students are therefore encouraged to attend class regularly and check emails for updates.

Course Schedule

Week 1- Introduction and Theoretical Framework
Tuesday September 11, 2018
• Walter Rodney, How Europe Underdeveloped Africa, pp. xi-29
• Kim Butler, “Defining Diaspora, Refining a Discourse,” pp. 189-219
Thursday September 13, 2018
• Clive Thomas, The Poor and the Powerless, pp. 1-28 [Introduction + Chapter 1]
• Roberts and Hite, The Globalization and Development Reader, pp. 1-16
• Samir Amin, “Imperialism and Globalization,” pp. 6-24

Week 2- The Historical Development of Capitalism
Tuesday September 18, 2018
• Roberts and Hite, The Globalization and Development Reader, pp. 17-68
• Dave Ramsaran, “Capitalist development through the eyes of Oliver C. Cox with some insights for Caribbean development,” pp. 403-419
• Walter Rodney, How Europe Underdeveloped Africa, pp. 73-91
• Eric Williams, “The Origins of Negro Slavery,” pp. 3-29
• Recommended Reading:
  o Forum, “To Remake the World: Slavery, Racial Capitalism, and Justice,”
  http://bostonreview.net/forum/walter-johnson-to-remake-the-world
Thursday September 20, 2018
• Eric Williams, “The Development of the Negro Slave Trade,” pp. 30-50
• Recommended Reading:
  o Herbert S. Klein, “Slavery and the Plantation Economy in the Caribbean in the 19th Century,” pp. 89-112
Week 3- World-Systems Analysis
Tuesday September 25, 2018
- Recommended Reading:
  - Oliver C. Cox, *Class, Caste, and Race*, pp. 121-173
  - Sean P. Hier, “The forgotten architect: Cox, Wallerstein, and world-systems theory,” pp. 70-86

Thursday September 27, 2018
- Film: *The End of Poverty?*
- Giovanni Arrighi and Jason W. Moore, “Capitalist Development in World Historical Perspective,” pp. 56-75
- Albert Bergesen, “The Critique of World-System Theory: Class Relations or Division of Labor,” pp. 365-372
- Theda Skocpol, “Review: Wallerstein’s World Capitalist System: A Theoretical and Historical Critique,” pp. 1075-1090

Week 4- Development I: Underdevelopment and Dependency Theory
Tuesday October 2, 2018
- Paul A. Attewell, “Imperialism and Dependency,” pp. 207-251
- Philip McMichael, “Instituting the Development Project,” pp. 26-54
- Recommended Reading:
- Documentary Critical Response due

Thursday October 4, 2018
- Reference Librarian Visit- Meet in Libe 306
- Clive Thomas, *The Poor and the Powerless*, pp. 29-73 [Chapter 2 -Chapter 4]
- Recommended Reading:
  - Diane Elson, “Gender-Aware Analysis and Development Economics,” pp. 70-80
Week 5- Development II: Bretton Woods and Embedded Liberalism
Tuesday October 9, 2018
- Clive Thomas, *The Poor and the Powerless,*” pp. 75-141
- Jens Steffek, “The Emergence of Embedded Liberalism,” pp. 35-55
  - Recommended Reading:

Thursday October 11, 2018
  - Recommended Reading:
    - Carl Stone, “A Review of National Planning in Developing Countries,” pp. 175-201

Week 6- Coloniality and Decolonial Thought
Tuesday October 16, 2018
- Take-Home Midterm due

Week 7- Globalization I: The 500 or 5,000 Years?

Week 8- Globalization II: Neoliberal Globalization
Tuesday October 30, 2018
- Case Study due

Week 9- Challenges and Alternatives to Globalization

Week 10- Course Recap
Tuesday November 13, 2018
- Final Exam