

**POSC 239: The poor and the Powerless**

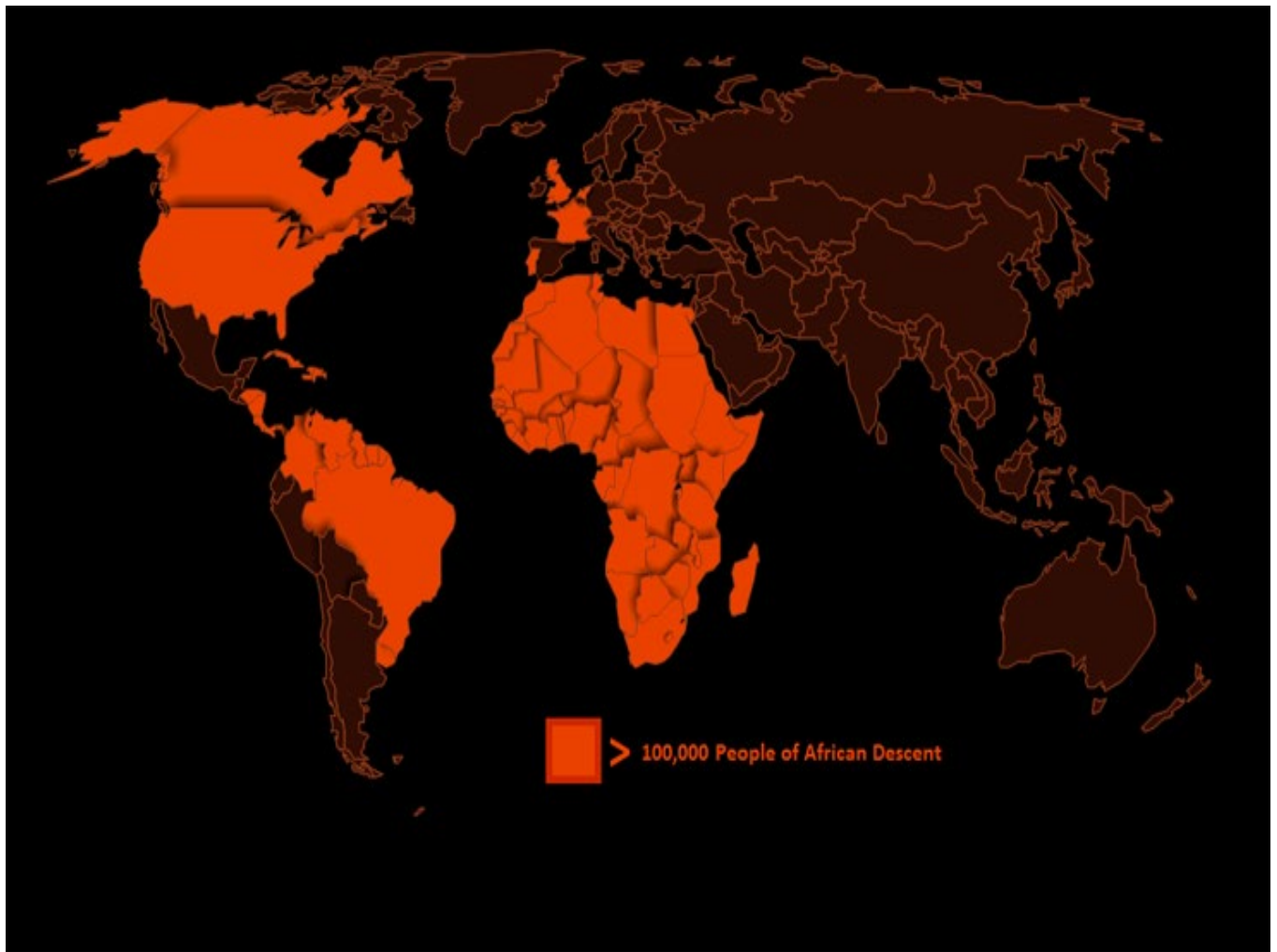
Spring 2020

Tuesday/Thursday 10:10-11:55AM

Willis 203

**Course Instructor:** Dr. Charisse Burden-Stelly  
Africana Studies and Political Science  
[Cburden@carleton.edu](mailto:Cburden@carleton.edu)  
(507) 222-5247

**Office Hours:** Leighton 223  
Monday: 9:00-11:00AM  
Tuesday: 12:30-2:30PM  
Wednesday: 3:00-4:00PM



### **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 imperialism
- Explore the material and ideological effects of developmentalist discourse
- Encourage students to think critically and analytically about issues such as modernization, dependency, development, and underdevelopment
- Employ discussion, collaboration, and group work 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**

Bello, Walden. 2005. *Deglobalization: Ideas for a New World Economy*. New York: Zed Books. ISBN: 9781842775455.

Getachew, Adom. 2019. *Worldmaking After Empire: The Rise and Fall of Self-Determination*. Princeton: Princeton University Press. ISBN 978-0691179155.

Rodney, Walter. 2018. *How Europe Underdeveloped Africa*. London: Verso. ISBN: 978-1788731188.

Thomas, Clive Y. 1988. *The Poor and the Powerless: Economic Policy and Change in the Caribbean*. New York: Monthly Review Press. ISBN: 9780853457442.

Hunter, Herbert. 1987. *Race, Class, and the World System: The Sociology of Oliver C. Cox*. New York: NYU Press. ISBN: 9780853456834.

### **Course Requirements**

Quizzes (5 @ 10%)	50%	
Final exam	20%	
Documentary critical response	20%	Due Sunday February 9, 2019 by 5:00pm
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		

### **S/Cr/NC (Scrunch) Policy**

If students choose to “scrunch” this course, they must complete all major assignments and miss no more than four 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 January 24, 2020**.

### **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](mailto: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://gouldguides.carleton.edu/citation/Chicago>

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 Sean Leahy ([smleahy@carleton.edu](mailto:smleahy@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**

While students may rely upon this syllabus for all readings and assignments, they should also be aware that unforeseen contingencies might require that we alter the syllabus from time to time. Students are therefore encouraged to attend class regularly and check emails for any updates or changes.

## Course Schedule

### **Part I: Introduction**

Tuesday January 7, 2020

- Michael Dawson, “Hidden in Plain Sight: A Note on Legitimation Crises and the Racial Order,” pp. 143-161
- Nancy Fraser, “Expropriation and Exploitation in Racialized Capitalism: A Reply to Michael Dawson,” pp. 163-178

Thursday January 9, 2020

- Cedric Robinson, Introduction and Chapter 1, *Black Marxism*, pp. 1-5, 9-28
- Robin D.G. Kelley, “What Did Cedric Robinson Mean by ‘Racial Capitalism?’”
- *How Europe Underdeveloped Africa*, Chapter 1, pp. 1-34
- *Recommended Reading:*
  - Forum, “To Remake the World: Slavery, Racial Capitalism, and Justice,” <http://bostonreview.net/forum/walter-johnson-to-remake-the-world>
  - Philip McMichael, “Slavery in Capitalism: The Rise and Demise of the U.S. Antebellum Cotton Culture,” pp. 321-349

### **Part II: The Caribbean: Imperialism and Dependency**

Tuesday January 14, 2020

- *The Poor and the Powerless*, Introduction-Chapter 6, pp. 1-113
- *Recommended Reading:*
  - Paul A. Attewell, “Imperialism and Dependency,” pp. 207-251
  - Samir Amin, “Imperialism and Globalization,” pp. 6-24

Thursday January 16, 2020

- *The Poor and the Powerless*, Chapter 7-Chapter 9, pp. 115-182
- *Recommended Reading:*
  - Lloyd Best, “A Review of the Study of Economics in the English-Speaking Caribbean,” pp. 48-68
  - Diane Elson, “Gender-Aware Analysis and Development Economics,” pp. 70-80

Tuesday January 21, 2020

- *The Poor and the Powerless*, Chapter 10-Chapter 12, pp. 184-299
- *Recommended Reading:*
  - Carl Stone, “A Review of National Planning in Developing Countries,” pp. 175-201
  - Eric Williams, “The Future of the Caribbean,” pp. 498-515

Thursday January 23, 2020

- ◇ Quiz 1
- *The Poor and the Powerless*, Chapter 13-Chapter Conclusion, pp. 301-370
- *Recommended Reading:*

- Joyce Toney, “Women, Urbanization, and Structural Adjustment in St. Vincent,” pp. 227-243
- Claudio Katz, “Capitalist mutations, in emerging, intermediate, and peripheral neoliberalism,” pp. 70-93

### **Part III: Africa: Development and Underdevelopment**

Tuesday January 28, 2020

- ◇ Film: *The End of Poverty?*
- *How Europe Underdeveloped Africa*, Foreword-Introduction, Chapter 2-Chapter 3, pp. ix-xxxiii, 35-105
- *Recommended Reading*
  - Giovanni Arrighi and Jason W. Moore, “Capitalist Development in World Historical Perspective,” pp. 56-75

Thursday January 30, 2020

- ◇ Film: *The End of Poverty?*
- *How Europe Underdeveloped Africa*, Chapter 4, pp. 106-174
- *Recommended Reading*:
  - Eric Williams, “The Origins of Negro Slavery,” pp. 3-29

Tuesday February 4, 2020

- *How Europe Underdeveloped Africa*, Chapter 5-Chapter 6, pp. 175-270
- *Recommended Reading*:
  - W.E.B. Du Bois, “The African Roots of War,” pp. 707-714

Thursday February 6, 2020

- ◇ Quiz 2
- *How Europe Underdeveloped Africa*, Chapter 6, pp. 270-346
- *Recommended Reading*:
  - A.M. Babu, “Postscript,” *How Europe Underdeveloped Africa*, pp. 347-354
  - T.D. Harper-Shipman, “Theorizing Ownership,” *Rethinking Ownership of Development in Africa*, pp. 16-40

### **Part IV: Dr. Alyssa Adamson on Knowledge/Power/Ethics: Coloniality and Decoloniality**

Tuesday February 11, 2020

- Frantz Fanon, “On Violence,” pp. 1-62
- Aimé Césaire *Discourse on Colonialism* pp. 31-53
- Aníbal Quijano, “Coloniality and Modernity/Rationality,” pp. 168-178
- Sabelo Ndlovu-Gatsheni, “In the Snare of the Colonial Matrix of Power,” pp. 37-62
- *Recommended Reading*:
  - Ramon Grosfoguel, “The Structure of Knowledge in the Westernized Universities: Epistemic Racism/Sexism and the Four Genocides/Epistemicides of the Long 16<sup>th</sup> Century,” pp. 73-90

Thursday February 13, 2020

◇ Quiz 3

- Nelson Maldonado-Torres, “Cesaire’s Gift and the Decolonial Turn,” pp. 111-138
- Maria Lugones, “Toward a Decolonial Feminism,” pp. 742-759
- M. Jacqui Alexander “Not Just (Any) Body Can be a Citizen: The Politics of Law, Sexuality and Postcoloniality in Trinidad and Tobago and the Bahamas” pp. 5-23
- *Recommended Reading:*
  - Nontyatyambo Pearl Dastile and Sabelo Ndlovu-Gatsheni, “Power, Knowledge, and Being: Decolonial Combative Discourse as a Survival Kit for Pan-Africanists in the 21<sup>st</sup> Century,” pp. 105-134

## **Part V: Theorizing and Historicizing Race, Class, and the World System**

Tuesday February 18, 2020

- *Race, Class, and the World System*, Part IV, pp. 227-324
- *Recommended Reading:*
  - *Race, Class, and the World System*, Introduction, pp. xvii-l
  - Immanuel Wallerstein, “World System versus World-Systems: A Critique,” pp. 292-296

Thursday February 20, 2020

- *Race, Class, and the World System*, Part III, pp. 145-221
- *Recommended Reading*
  - Karl Marx, “Bourgeois and Proletarians,” *The Communist Manifesto*, <https://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm#007>

Tuesday February 25, 2020

◇ Quiz 4

- *Race, Class, and the World System*, Chapter 2, Chapter 4, Part II, pp. 17-36, 50-70, 71-144
- *Recommended Reading:*
  - Gerald Horne, “The Political Economy of the Black Urban Future: A History,” pp. 247-267

## **Part VI: Challenges and Alternatives: Worldmaking and Deglobalization**

Thursday February 27, 2020

- *Worldmaking After Empire*, Introduction-Chapter 2, pp. 1-70
- *Recommended Reading*
  - *Worldmaking After Empire* Online Roundtable
    - Jermaine Scott, “Decolonial Federation: A Case for Political, Economic, and Cultural Nondomination,” <https://www.aaihs.org/decolonial-federation-a-case-for-political-economic-and-cultural-nondomination/>
    - Annette Joseph-Gabriel, “Black Women’s Worldmaking,” <https://www.aaihs.org/black-womens-worldmaking/>



- Musab Younis, “An Investigation of ‘Political Kingdom,’” <https://www.aaihs.org/an-investigation-of-political-kingdom/>
- Charisse Burden-Stelly, “(Anti-)Imperialism, Knowledge Production, and Political Economy,” <https://www.aaihs.org/anti-imperialism-knowledge-production-and-political-economy/>
- Merve Fejzula, “The Impossibility of Black Sovereignty,” <https://www.aaihs.org/the-impossibility-of-black-sovereignty/>
- Adom Getachew, “Worldmaking After Empire: An Author’s Response,” <https://www.aaihs.org/worldmaking-after-empire-an-authors-response/>

Tuesday March 3, 2020

◇ Quiz 5

- *Worldmaking After Empire*, Chapter 3-Epilogue, pp. 71-181
- *Recommended Reading*
  - Vijay Prashad, “Bandung,” “Buenos Aires,” “Belgrade,” *The Darker Nations*, pp. 31-50, 62-74, 95-104
  - Joseph Stiglitz, “The Problem of Global Institutions” and “Freedom to Choose?” pp. 3-22, 53-88

Thursday March 5, 2020

- *Deglobalization*, Chapter 1-Chapter 3, pp. 1-65
- *Recommended Reading*:
  - Manfred B. Steger, “Challenges from the Political Left: Justice Globalism,” and “Challenges from the Political Right: National Populism and Jihadist Globalism,” *Globalisms*, pp. 97-157

Tuesday March 10, 2020

◇ Final Exam

- *Deglobalization*, Chapter 4-Chapter 7, pp. 66-118