POSC 239: The poor and the Powerless
Spring 2020
Tuesday/Thursday 10:10-11:55AM
Willis 203

Course Instructor:  Dr. Charisse Burden-Stelly
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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


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 84-89.9
C- 70-73.9  C 74-77.9
D- 60-63.9  D 64-67.9
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 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). 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.

**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:

Part II: The Caribbean: Imperialism and Dependency

Tuesday January 14, 2020
• The Poor and the Powerless, Introduction-Chapter 6, pp. 1-113
• Recommended Reading:
  o Paul A. Attewell, “Imperialism and Dependency,” pp. 207-251
  o 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:
  o 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:
  o Carl Stone, “A Review of National Planning in Developing Countries,” pp. 175-201

Thursday January 23, 2020
◊ Quiz 1
• The Poor and the Powerless, Chapter 13-Chapter Conclusion, pp. 301-370
• Recommended Reading:
○ 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:

Thursday February 6, 2020
◊ Quiz 2
• How Europe Underdeveloped Africa, Chapter 6, pp. 270-346
• Recommended Reading:

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 16th 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:
  o Nontyatyambo Pearl Dastile and Sabelo Ndlovu-Gatsheni, “Power, Knowledge, and Being: Decolonial Combative Discourse as a Survival Kit for Pan-Africanists in the 21st 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:
  o Race, Class, and the World System, Introduction, pp. xvii-l

Thursday February 20, 2020
• Race, Class, and the World System, Part III, pp. 145-221
• Recommended Reading:
  o Karl Marx, “Bourgeois and Proletarians,” The Communist Manifesto, [https://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm#007](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:

Part VI: Challenges and Alternatives: Worldmaking and Deglobalization

Thursday February 27, 2020
• Worldmaking After Empire, Introduction-Chapter 2, pp. 1-70
• Recommended Reading:
  o Worldmaking After Empire Online Roundtable

Tuesday March 3, 2020
◊ Quiz 5
• Worldmaking After Empire, Chapter 3-Epilogue, pp. 71-181
• Recommended Reading
  o 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
  o 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