

Special topics in Political Science: Postcolonial International Relations
PS 482
Fanuchan 2024

Instructor: Alejandro Christian D. Soler, Ph.D.

Course: PS 482: Special Topics in Political Science: Postcolonial International Relations

Time: Tuesdays/Thursdays 0930-1050

Location: HSS 203

Credit Hours: 3.00

Office: HSS 219A

Office Hours: Mondays/Wednesdays 1000-1100 and Tuesdays/Thursdays 1100-1200/1400-1500

Email: solera@triton.uog.edu

COURSE DESCRIPTION

The course introduces students to the different concepts and theoretical underpinnings of postcolonial international relations. It seeks to establish a foundation through early and contemporary ideas and works of postcolonial thinkers, which are then applied to global phenomena. Topics include difference, violence of colonization, war from a Global South perspective, decolonization and national liberation, resistance, global capitalism, race and capital, and the state.

SLO	Learning outcomes linked to the following:		Method of assessment
<i>On completing the course, students will:</i>	<i>Program Learning Outcomes (PLOs)</i>	<i>Institutional Learning Outcomes (ILOs)</i>	
Demonstrate knowledge of the various concepts and theories in postcolonial IR	Mastery PLO5: Evaluate political speech and acts for their embedded values.	ILO6: An appreciation of the arts and sciences	- Weekly Moodle Analysis - Class participation
Explain the relationships between different ideas posited by postcolonial thinkers and global phenomena	Mastery PLO2: Apply theories to the study of domestic and international conflict.	ILO1: Mastery of critical thinking and problem solving	- The <i>French African Connection</i> - Topical presentation

Analyze historical and contemporary global events from a postcolonial perspective	Mastery PLO2: Apply theories to the study of domestic and international conflict.	ILO1: Mastery of critical thinking and problem solving ILO7: An interest in personal development and life long learning	- Final paper
---	---	--	---------------

REQUIRED READINGS

See Weekly Readings section

MOODLE ENROLLMENT KEY: 

TECHNOLOGY EXPECTATIONS AND REQUIREMENTS

There are certain tools you will need for this course. These include access to a computer, ready internet access, access to a word processing program such as Microsoft Word, access to a PDF reader such as Adobe Acrobat or Preview, and ready access to our class Moodle page.

As there are deadlines in the course that require you to upload documents to Moodle, it is my recommendation that you have a backup plan in the case of technology or internet glitches. One suggestion to avoid this is to submit your assignment two hours ahead of any deadline throughout the course. Also, you must use your Triton emails for this course, not your personal emails (see Communication Policy).

Attendance—We will be sharing many lessons in this class and attendance is necessary. Five (5) unexcused absences constitute grounds for failure of the course. Participation means participating in discussions as well as demonstrating a working knowledge of the readings assigned. Students are also required to remain in class for the *entire* period.

Student Evaluation of Instructors—The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Late/Missed Assignments—Except in cases of medical or family emergency *documented by an appropriate authority*, no make-ups will be given for missed presentations. *Late essays will be penalized three (3) points out of 100 for each 24-hour period beyond the due*

date and time up to a maximum penalty of 15%. After two weeks they will no longer be accepted.

Plagiarism Statement— The term “plagiarism” includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course this penalty for plagiarism is [up to the instructor – the most common penalties are no credit for the assignment or failure in the course].

Communication Policy—University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

In keeping with this policy *all communications from me will come to your @gotriton account*. Check it regularly. You may contact me by email at solera@triton.uog.edu or via Moodle. If you are asking a general question that affects other students and that does not require an immediate response, please do it through the appropriate Moodle Forum. If you need a timely response or the matter is personal sending me a direct email is more likely to receive a prompt response than using the Moodle messages feature.

ADA Policy and Commitment to Student Learning— The University of Guam (UOG) is committed to achieving equal opportunity and full participation of persons with disabilities by providing non-discriminatory access to its services and facilities through the ADA Office. The Mission of the ADA Office is to ensure non-discriminatory access to all benefits, privileges, opportunities and obligations to faculty, staff and community members with disabilities and to ensure a process for full compliance by UOG with the ADA of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended, taking into account the economic climate and multi-cultural diversity of the institution.

The ADA Office can be contacted at telephone number (671) 735-2244 or Telephone Device for the Deaf (TDD) number (671) 735-2243. The Enrollment Management & Student Success office provides reasonable accommodations for students in accordance with the UOG Policy and Procedure for student applicants with a disability. The ADA policy can be found on this website.

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to

me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2505/2460.

For applicants or employees with a disability requiring employment or workplace accommodation(s), please contact the Director of EEO/ADA and TITLE IX Office to discuss your specific needs. Please provide documentation concerning your disability and the need for employment or workplace accommodation. Their office is located at the Iya Hami Hall, Dorm2, right side entrance, first floor, Room 104 and their contact numbers are indicated above.

GRADING SCALE

The final course grade will be based on total points the student has received and according to the following criteria.

A+ = 97-100 percent
A = 94-96 percent
A- = 90-93 percent
B+ = 87-89 percent
B = 84-86 percent
B- = 80-83 percent
C+ = 77-79 percent
C = 70-76 percent
D = 60-69 percent
F = <60 percent

GRADE BREAKDOWN

Weekly Moodle Analysis:	15%
<i>French African Connection</i> :	20%
Topical presentation:	20%
Final paper:	30%
Class participation:	15%

Weekly Moodle Analysis: At the start of the week (Mondays), I will post a couple of questions on Moodle for you to answer. The questions are intended to jumpstart the week's discussions. You have until the Friday of each week (5 p.m.) to answer the questions.

French African Connection: In 2013, news network Al Jazeera released a three-part documentary entitled *The French African Connection*, which delved into France's neocolonial policies towards its former colonies, specifically in Africa.

Students are tasked to write a four-page, double-spaced essay on the series, in consideration of the following questions:

1. What are some ideas on postcolonialism that the documentary invokes?
2. How has colonialism evolved from its early iteration to its present, (neo)colonial form?
3. How is postcolonial resistance seen in the documentary? In what ways is it manifested in relations between the former colonial power and former colony?

Topical presentation: Students will choose one topic from the list of weekly readings and present the reading in class. The presentation should not be a mere summary of the reading(s), but rather, a critical and inquisitive examination that involves an analysis of the reading(s) and use of examples not necessarily found in the text.

Class participation: Students are expected to come to class prepared, having read the assigned readings for that day/week, and actively engage the instructor and her/his classmates in a productive exchange of ideas.

Final paper: Students will be assigned a final paper between six and eight (6-8) pages long. The paper should:

1. Synthesize or tie together at least five concepts learned in class, then
2. Apply the synthesis to a current or historical phenomenon that exhibits postcolonial IR. The latter could take the form of resistance, national liberation movements, neocolonial practices or relations between states, war or armed conflict, and so on.
3. Project the future directions of postcolonial IR; in other words, answer the question, “how will postcolonial IR look like two to three decades from now?”

WEEKLY READINGS

WEEK 1 (Aug. 15): Introduction

Course introduction

WEEK 2 (Aug. 20): Colonialism and Mainstream IR

Young, Robert J.C. (2016). *Postcolonialism: An Historical Introduction* (Ch. 3, “Colonialism” and “Imperialism”).

WEEK 2 (Aug. 22): Colonialism and Mainstream IR

Seth, Sanjay. “Postcolonial theory and the critique of International Relations.” In *Postcolonial Theory and International Relations: A critical introduction*, edited by Sanjay Seth, 15-31.

WEEK 3 (Aug. 27 and Aug. 29): Difference

Said, Edward (1978, 2003). *Orientalism* (Read pp. 1-15 and 25-28 and pp. 284-328)

WEEK 4 (Sept. 3 and Sept. 5): Difference in IR

Blaney, David L. (2020). "Where, when and what is IR." In *International Relations from the Global South*, edited by Arlene B. Tickner and Karen Smith. 38-55.

WEEK 5 (Sept. 10 and Sept. 12): Violence of colonization I

Césaire, Aime (1950). *Discourse on Colonialism* (Entire text)

WEEK 6 (Sept. 17 and Sept. 19): Violence of colonization II

Fanon, Frantz (1961). *Wretched of the Earth* ("Concerning Violence")

WEEK 7 (Sept. 24 and Sept. 26): War: A Global South perspective I

Tickner, Arlene B. (2020). "War and conflict." In *International Relations from the Global South*, edited by Arlene B. Tickner and Karen Smith. 115-38.

WEEK 8 (Oct. 1 and Oct. 3): War: A Global South perspective II

Laffey, Mark and Jutta Weldes (2008). "Decolonizing the Cuban Missile Crisis". *International Studies Quarterly* 52, 555-77. 2008.

WEEK 9 (Oct. 8 and Oct. 10): Fanuchanán Break; no classes

WEEK 10 (Oct. 15 and Oct. 17): Decolonization and National Liberation

Cabral, Amilcar (1970). *National Liberation and Culture*.

WEEK 11 (Oct. 22 and Oct. 24): Resistance I

Cepeda-Másmela, Carolina (2020). "Resistances". In *International Relations from the Global South*, edited by Arlene B. Tickner and Karen Smith. 275-95.

WEEK 12 (Oct. 29 and Oct. 31): Resistance II

Boehmer, Elleke (2013). "Revisiting Resistance: Postcolonial Practice and the Antecedents of Theory". In *The Oxford Handbook of Postcolonial Studies*, edited by Graham Huggan, 307-23.

WEEK 13 (Nov. 5 and Nov. 7): Global capitalism

Gruffydd Jones, Branwen (2013). "Slavery, finance and international political economy: postcolonial reflections." In *Postcolonial Theory and International Relations: A critical introduction*, edited by Sanjay Seth, 49-69.

WEEK 14 (Nov. 12 and Nov. 14): Race and Capital

DuBois, W.E.B. (1915). "The African Roots of War."

WEEK 15 (Nov. 19 and Nov. 21): Liberalism

Prashad, Vijay. *The Poorer Nations: A Possible History of the Global South*. (Chapter 1)

WEEK 16 AND 17 (Nov. 26 and Dec. 3): The State

Behera, Navnita Chadha. "State and sovereignty." In *International Relations from the Global South*, edited by Arlene B. Tickner and Karen Smith. 139-60.

WEEK 16 (Nov. 28): Thanksgiving Break: No classes

WEEK 17 (Dec. 5): Review session

WEEK 18 (Dec. 10): SLO activities and final paper deadline (3 p.m.)