

POLI 395 Global Political Thought Spring 2022

Maybank Hall 307 TR 12:15-1:30
Professor Christopher Day
Office: 9 Liberty St. Room 210
Office Hours (virtual): Tuesday 8-11am
Email: dayc@cofc.edu

Course Syllabus

“If our Founding Fathers wanted us to care about the rest of the world, they wouldn't have declared their independence from it.”

— *Stephen Colbert*

Course Description

Global Political Thought is another way of saying non-Western Political Thought. This is something that gets short shrift in much of Political Science. We start with the assumption that there is indeed something called “The West.” But once we travel out of this geographical and historical space, can we say that political thought changes according to how the “Non-West” defines itself? Or does it change according to how “The West” defines, elevates, or dismisses it based on similarity or difference? Or does it change at all? Do culture and historical context matter? These questions matter because they compel Political Science to consider how to better construct and categorize its ideas about politics across time and space.

To get at these questions, this course sits at the intersection of Political Theory and Comparative Politics. We will look closely at a range of scholarly works by non-Western thinkers in order to challenge some central political ideas of the so-called Western Canon. Much of this “Global” literature grows directly out of the reactions to Westernization of the non-Western world from around the 19th century to present. These reactions were quite critical, and certainly not trivial. At the same time, this literature allows us to examine a range of perennial political issues from a variety of non-Western perspectives. We can compare them to see if we can draw some generalizations about how politics works across different modes of political thought.

In other words, we will use this class to examine whether or not our default setting for political thought – Western political thought – is universal. Or do alternative modes of political thought have their own distinct logic derived from different contexts? We may also ask whether or not the whole intellectual exercise of distinguishing categories of Western and non-Western Political Thought, not to mention using fancy Western words like epistemology (the study of knowledge), and ontology (the study of being and the relations of things) are fundamentally Western academic constructs, and whether or not any of this matters to understanding how politics works.

Course Objectives and Methodology

Students should come away able to:

- Demonstrate understanding of readings, analyze texts critically, effectively write papers, increase the quality of student's reading, writing, debate and critical thinking skills
- Improve student's understanding of how different theories define and approach the issue of development
- Distinguish their own views from those of others and can defend their own perspective

Course Requirements

Evaluation will be based on the following exercises:

- *Essay: "Why does the study of Global Political Thought Matter?" (5%) **due January 18***
- *Critical Review Essays (45% of grade).* For each major part of the course, students will write a 2,000-word thought essay. These essays must demonstrate comprehension of the text and the ability to explicate the text. Above all the essays should critically analyze and unify the central arguments of the books and companion pieces for that particular part of the course. They will be progressively weighted throughout the semester (10%, 15%, 20%). Students will choose **any three of the four weeks** when essays due, which are on the following dates:
 - February 10
 - March 15
 - March 31
 - April 21

Essays must be uploaded to OAKS no later than midnight on these dates.

- *Final Essay (30%).* Students will have an opportunity to tie together the arc of the course in a final, unifying essay that should reflect an "accumulated wisdom" of the semester. This Final Essay will be 2,000 words and is due **Monday, May 2 @ 3pm.**
- *Leading a Discussion (10%).* Each Thursday, a pair of students will prepare a 10-minute presentation on the week's readings and lead a class discussion. These presentations should include a concise summary, a critical analysis, and discussion questions for the rest of the class. Pairs and presentation days will be established according to the size of the class.
- *Class Participation (10%).* The quality of this class depends on the quality of discussion therefore students are expected to participate in class.

Course Policies

Communication. This is in-person course. In the event that we shift online, it will be a *synchronous course*, which can be crowded on a screen. Students are strongly encouraged to

direct any substantive comments and questions about the course content to the discussion board in order to encourage the development of an online community.

All inquiries to me should be made via email, and I will make every effort to respond to emails promptly. Students can expect replies within 24 hours for messages received between 9am and 5pm on Monday through Friday. I generally do not respond to emails on weekends. Students are also encouraged to arrange a Zoom appointment with me anytime they would like during the week to discuss anything they would like.

Community Standards. You are sharing the experience of working through important issues with other people – not just usernames on a discussion board. Please bear this in mind when engaging with each other and be thoughtful in your contributions and generous in your interpretations.

Netiquette. Please bear in mind that online communication precludes many of the non-verbal cues that normally facilitate face-to-face communication. This being the case, it is important to err on the side of generous interpretation and civility. What was written as a simple statement can easily come across as aggressive or argumentative. Vignette: “Texting Confusion” from Key & Peele (Content warning: some spicy language): <https://vimeo.com/121923151>

Grading Scale

A	93-100	A-	90-92	B+	88-89	B	83-87	B-	80-82
C+	78-79	C	73-77	C-	70-72	D+	68-69	D	63-67
D-	60-62	F:	Below 60						

Submission of Work. Students are expected to submit their work on the day it is due. In the event that students cannot submit work on time because of Life Circumstances, they must inform the professor at least 24 hours beforehand, and provide a concrete date for submission. After this date, work will not be accepted. Also, please note that “My computer crashed” = “My dog ate my homework”.

Honor Code and Academic Integrity. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: <https://deanofstudents.cofc.edu/honor-system/studenthandbook/student-handbook-2020-2021-8.27.20.pdf>

Accommodations for students with disabilities. Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

OAKS. OAKS will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

Incident Weather, Pandemic or Substantial Interruption of Instruction. If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Center for Student Learning: The Center for Student Learning's (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843) 953-5635.

Mental & Physical Wellbeing: At the college, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit <http://counseling.cofc.edu/cct/index.php>, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food & Housing Resources: Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run

food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

Inclusion: The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

[Preferred Name and Pronoun Information](#)

[On Campus Gender Inclusive facilities](#)

[Campus Resources](#)

[College of Charleston Reporting Portals](#)

[National Resources for Faculty & Staff](#)

[GSEC Reports](#)

[Documenting LGBTQ Life in the Lowcountry](#) (CofC Addlestone Library Special Collections Project)

[College of Charleston Quality Enhancement Plan \(QEP\)](#)

[Articles about CofC and LGBTQ+ Issues](#)

Other Special Circumstances. I normally will do business with anyone who lets me know in advance of any special circumstances. But please note that the expression “it is better to ask for forgiveness than permission” was not invented by a College Professor.

Extra Credit. Periodic extra credit opportunities may be available during the semester. Please note that these opportunities are EXTRA credit, not SUBSTITUTION credit for missed assignments. Also, keep in mind extra credit also does not mean extra work for your professor.

Attendance Policy. Attendance is required. Tardiness is not acceptable,

Required Readings

The following books are available at the campus bookstore:

Aimé Césaire, *Discourse on Colonialism* (Monthly Review Press 2001)

Franz Fanon, *The Wretched of the Earth* (Grove Press 2005)

Eduardo Galeano, *The Open Veins of Latin America: Five Centuries of the Pillage of a Continent* (Monthly Review Press 1997)

Mohandas Gandhi, *‘Hind Swaraj’ and Other Writings* (Cambridge University Press 2009)

Leymah Gbowee, *Mighty Be Our Powers* (Beast Books 2011)

Edward W. Said, *Orientalism* (Vintage Books 1979)

NOTE: Additional readings may be assigned and the course outline may be adjusted to serve the needs of the class.

Course Outline and Readings

1. January 11-13: Introduction

Nauman Naqvi, "Global Apartheid: On the historical superiority of the West," *Herald*, March 23 2017 <https://herald.dawn.com/news/1153700>

Immanuel Kant, *Perpetual Peace: A Philosophical Sketch*, 1795
<https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>

2. January 18-20: American Exceptionalism vs. Global Political Thought

Stephen M. Walt, "The Myth of American Exceptionalism," *Foreign Policy*, November 2011

Robert Putnam, "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6, 1 (1995) 65-78

Shahrough Akhavi, *The Middle East: The Politics of the Sacred and the Secular*, pp. 1-50

Tongong Bai, *China: The Political Philosophy of the Middle Kingdom*, pp. 1-15

Patrick Chabal, *Africa: The Politics of Suffering and Smiling*, pp. 1-23

Gurpreet Mahajan, *India: Political Ideas the Making of Democratic Discourse*, pp. 1-11

****"Why does this matter?" essay due midnight January 18th to OAKS****

Part I: Frameworks

3. January 25-27: Comparative Political Theory and Political Culture

Said, Introduction and Chapter 1, pp. 1-110

Andrew March, "What is Comparative Political Theory?" *The Review of Politics* 71 (2009) 531-565

Ruth Lane, "Political Culture: Residual Category or General Theory?" *Comparative Political Studies* 25 (1992) 362-387

4. February 1-3: Postcolonial Theory

Said, Chapter 2, pp. 113-197

Aimé Césaire, pp. 31-78

5. February 8-10: The Gender Dimension

Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses," in *Feminism Without Borders*, pp. 17-42.

Janice Boddy, *Civilizing Women*, pp. 1-9, 179-221

Optional: Said, Chapter 3, pp. 201-328

****First Essay Due February 10****

Part II: Nationalism & Violence

6. February 15-17: Nationalism

Fanon, pp. 1-96

Amilcar Cabral, "National Liberation and National Culture," in Patrick Williams and Laura Chrisman, *Colonial Discourse and Post-Colonial Theory* (Columbia University Press 1994), pp. 53-65

Nira Yuval-Davis, *Gender and Nation* (Sage 1997), pp. 1-38

7. February 22: Violence

Fanon, pp. 97-180

Che Guevara, *Guerrilla Warfare*, pp. 32-73

Mao Zedong, *The Red Book of Guerrilla Warfare*, pp. 25-49

Chris Coulter, "Female Fighters in the Sierra Leone War: Challenging Assumptions?" *Feminist Review* 88 (2008) 54-73

8. March 1-3: Non-Violence

Gandhi, pp. 13-117

Leymah Gbowee, *Mighty Be Our Powers* (Beast Books 2011), pages TBA

****Second Essay Due March 15****

Week 9 March 7-11: Spring Break

Part III: Global Development

9. March 15-17: Neo-Imperialism and Dependency

Galeano pp. 1-58

Kwame Nkrumah, *Neo-colonialism: The Last Stage of Imperialism* (International Publishers 1965), pp. ix-xx, pp. 239-259

Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America* (University of California Press 1978), pp. 1-73

10. March 22-24: Neoliberalism

Galeano pp. 59-170

Chandra Talpade Mohanty, "Women Workers and the Politics of Solidarity," in *Feminism Without Borders*, pp. 139-168.

11. March 29-31: New Imperial Outsiders

Galeano pp. 173-285

Teju Cole, "The White Savior Industrial Complex," *The Atlantic*, March 21, 2012
<http://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/>

Kalpana Wilson, "'Race', Gender, and Neoliberalism: changing visual representations in development," *Third World Quarterly* 32, 2 (2011) 315-331

****Third Essay Due March 31****

Part IV: Political Authority

Students will choose one of the following books to read in its entirety:

Shahrough Akhavi, *The Middle East: The Politics of the Sacred and the Secular* (Zed Books 2009)

Tongong Bai, *China: The Political Philosophy of the Middle Kingdom* (Zed Books 2012)

Patrick Chabal, *Africa: The Politics of Suffering and Smiling* (Zed Books 2009)

Gurpreet Mahajan, *India: Political Ideas the Making of Democratic Discourse* (Zed Books 2013)

12. April 4-7: Types of Authority

Akhavi, pp. 51-118

Bai, pp. 16-59

Chabal, pp. 24-64

Mahajan, pp. 12-40

Balraj Puri, "Era of Indira Gandhi," *Economic and Political Weekly* 20, 4 (1985) 148-150

Kumar Ketkar, "Indira Gandhi was so much more than the autocrat that imposed Emergency," *The Print* 20 November, 2017 <https://theprint.in/opinion/indira-gandhi-much-more-autocrat-imposed-emergency/17246/>

13. April 12-14: Religion and Authority

Akhavi, pp. 119-194

Bai, pp. 60-112

Chabal, pp. 65-126

Mahajan, pp. 41-96

Serene J. Khader, "Do Muslim Women Need Freedom? Traditionalist Feminisms and Transnational Politics," *Politics & Gender* 12 (2016), 727–753

14. April 19-21: Perspectives on Democracy

Akhavi, pp. 195-249

Bai, pp. 113-182

Chabal, pp. 127-185

Mahajan, pp. 97-137

Aili Tripp, "Women's mobilisation for legislative political representation in Africa," *Review of African Political Economy* 43, 149 (2016) 382-399.

****Fourth Essay Due April 21***

Final Paper due Monday, May 2 @3pm uploaded to OAKS
