A Right to Development? The Caribbean in the Global World

Fall 2014

INTL 390-01

TR: 1.40pm – 2.55pm

Classroom: Bell South 308

Instructor: Prof. Lisa M. Samuel
Office: 9 Glebe Street, Rm. 202
Office Hours: unless otherwise indicated by the Instructor - Wednesdays, 10am –1pm; and by appointment.
Telephone: 843-953-3389
E-mail: SamuelL@cofc.edu

Course Description

“Rapid changes in the international political and economic environment are forcing Caribbean governments and people to rethink the way they interact with the outside world, and to critically examine long-accepted views and perceptions. Government to government relations and the framework within which international business takes place, have been affected by a series of fundamental developments that have challenged traditional policies, concepts and orientations” (Ramsaran 2002).

This course will survey different pieces of the mosaic of domestic, regional and international relationships which together comprise the relations of the contemporary Caribbean with the Global World, and will investigate how these relationships shape, and are shaped by, Caribbean development strategies. Geographically, it will focus primarily but not exclusively on the countries of the Anglophone Caribbean, their location in the wider Caribbean Basin, and their relations with the rest of the world. This will all be done within the context of the idea of “development.”

Thus we will consider what “development” means, and examine distinctions between “economic development” and “human development”. We will also consider whether or not “economic growth” may be equated with economic development and/or human development. We will then explore literature from international relations, international law, and international political economy as to whether there exists a right to development.

Thereafter, the course examines a number of competing definitions of the Caribbean, and situates the region in its geographical and historical contexts. It reviews its political and economic environments, and considers the various implications of small size for survival of the region in the international system. The course then explores Caribbean development strategies and the
Changes to this Syllabus are at the Discretion of the Instructor
A Right to Development? The Caribbean in the Global World
INTL 390-01
Fall 2014
Samuel global economy, and analyses the region’s changing political and economic relations with the rest of the world. We will contextualize some of the early debates that shape interpretations of Caribbean political economy, and then move through the economic strategies of the 1950s and 1960s (from Operation Bootstrap in Puerto Rico to the Cuban Revolution), the radical experiments with change and the challenges to post-independence strategies that occurred in several countries in the 1970s, the onset of crisis that took shape from the 1980s and the intensified neoliberal approaches of the present. Throughout the course, we will be paying close attention to the interplay between wider global processes and intra-regional responses that together help shape contemporary Caribbean development realities.

The main issues in Caribbean-US and Caribbean-EU relations will be studied, along with some key issues in China-Caribbean development relations. In addition, private sector initiatives in economic development will be reviewed. Finally, the challenges posed by globalization for Caribbean states and their various foreign policy responses will be examined.

Students should leave this course with an appreciation of the multiplicity of factors which shape and affect the development strategies pursued by the Caribbean, and the region’s relations with the Global World, as well as sensitivity for some of the challenges facing the region in this era of contemporary economic globalization, and the limitations and possibilities of regional integration as a tool for addressing some of these.

Finally, this course is intended to serve as a medium through which we become more focused critical thinkers. Therefore, our class meetings will be used not only to study the substantive material at hand, but also as a means of specifically exposing students to certain aspects of critical thinking and as a forum for us to assess our progress in this regard.

Course Material
(1.) All course material will be posted in OAKS, and/or emailed to you, and/or distributed to you in hard copy throughout the semester.

Please Note: This syllabus, including the class schedule, readings, and assigned work and exams, is subject to change as necessary, at the discretion of the Instructor. Changes will be announced in class and by email. It is the responsibility of each student to keep up with all readings and assignments.

Course Requirements and Grading

Class Format
Our purpose in this class is to create a dynamic and focused intellectual environment in which learning is a collective process. To that end, we will analyze, critique, and debate the weekly readings.
Please note that participation comprises a significant portion of the course grade. There will be little formal lecturing on my part. Instead, class time will be spent in open discussion with the use of a modified Socratic question and response method. During the class, I will call on students at random to respond to questions about the text. In answering, continued failure to demonstrate that you have read and wrestled with the assigned material will lower your participation grade.

**Class Attendance**

Attendance is mandatory. I will record your attendance at every class session. In general, irregular, unexcused absences may lead to the reduction of your overall grade at my discretion (see below for further detail). Furthermore, class participation counts for 15% of your final grade; at the risk of stating the obvious, if you are absent, you cannot participate.

**Class Participation**

You are expected to read all of the assigned material prior to the class for which it is assigned, and to actively participate in class discussions. Constructive, productive, respectful class discussion is something I take very seriously. I not only encourage it, but require it of each of you (see below re **Class Participation** and **Courtesy in Class**). Once we have such discussion going, I will not stifle it. This may mean that there are times when our class appears to go “off topic” – but do not assume this to be the case. Often such discussions lead to the new “ways of seeing” old material and ideas which I consider vital to your learning experience in my class.

Learning should not be viewed as a passive exercise in which you listen to your Instructor lecture on a particular topic. I expect you to participate in class discussions by asking questions and making observations about the readings, and by analyzing the topics critically. Critical thinking is an ongoing process of continuous assessment and reassessment of the dominant views in a field of study. My goal is to engage everybody in a continuing dialogue with the readings and with each other. I value the quality of your comments. Please do not simply repeat what has been said in class. Attempt to provide an **analysis** of the material covered.

As noted above, part of your final grade will depend upon your class participation. The grade I assign for your class participation will be based on the quality rather than the frequency of your participation during class meetings. To improve the quality of your participation, finish the assigned readings for the week before coming to class and keep yourself informed of current global events by regularly following the news.

If you do not feel confident about expressing your opinion(s) on a particular issue that is taken up for discussion, then ask a relevant question. Often, a thoughtful question that is well-formulated will earn you more points than an unsubstantiated and irrelevant statement. Think critically and analytically, and please do not hesitate to ask for explanations of terms used in class.
Examinations
You will be held responsible for all of the assigned reading material, as well as for all information, materials, and instructions which may not be addressed in the assigned readings, but which may be disseminated during classes.

There will be 2 in-class exams in the course of the semester. These exams will be taken in class as indicated below. You will need Blue Books for the exams.

Fair warning: I do not give multiple choice questions in exams. However, I do reserve the right to change the format of the exams, but with adequate notice to you. Make-up exams will be administered only in extreme circumstances with written and certified proof of such circumstances. We will have a review session prior to each exam.

Guidelines for exam preparation and for the taking of exams are below. Please read these thoroughly and carefully, and seek clarification from me if you do not understand any of them.

Assignments: In addition to the two in-class exams, you will also complete the following assignments:

(i.) Discussion leadership exercises: On August 26, 2014, I will distribute assignment sheets allotting days/classes for each student’s leadership of class discussion. You will be expected to come to class on your assigned day with a summary which explains the main arguments of the day’s assigned readings, and a quote from one of your assigned readings which you found particularly interesting or problematic. You will present this to our class and briefly demonstrate how your quote relates specifically to a major idea/theme from the readings and why you found your selected quote particularly interesting or problematic. We will then have a short class discussion session on your presentation. The aim of these exercises is for us to seek to arrive at a deeper understanding of the material at hand, and to learn from differently situated perspectives of our classmates.

(ii.) One analytical paper due by or before 12 noon via OAKS Dropbox on Wednesday, December 3, 2014, based upon a topic which I will assign one month before the paper is due. If you are absent from the class in which I distribute the topic, it is entirely your responsibility to get the topic from me. This paper will test your understanding of the relevant material, and will require you to critically examine the main ideas of the arguments in that material in relation to one another. Thus you will be expected to: explain the main argument(s) of the relevant material; present an argument about the material based upon your own opinion; and defend your argument using evidence from the relevant material. You should use quotations from the relevant material to provide evidence for both your explication and analysis.
You will be graded on the **clarity of your analysis** (this is more important than whether or not I agree with your particular argument). **Papers must be typed, double-spaced, using 12 point font Times New Roman, not more than 5 pages long, and fully cited.** You may use MLA, Chicago, or APA styles. Failure to fully cite materials used will be considered plagiarism, i.e., pretending that the words and ideas of another are, in fact, your own. This includes a failure to use quotations, a failure to indicate when you are paraphrasing someone else’s words, and a failure to give credit to the author of the ideas you are using. This is academic dishonesty and, as noted herein, I have zero tolerance for academic dishonesty.

**Grading**

The final grade will consist of the following:
- In-class Exam I 25%
- In-class Exam II 25%
- Analytical Paper 20%
- Class Discussion Leadership 15%
- Participation 15%

**Grading Scheme**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

Your final grade will be determined by the quality of your work as set out above. I grade on a straight scale; I do not curve or otherwise judge your performance against that of your classmates.

If you wish to know your current grade standing in class, inquire with me about this **in person**. I do not give or “discuss” grades by email; this is to protect your privacy.
Remember that attendance is required and participation is taken into account in your final grade to a significant extent (see above). For some class sessions, you will be given and/or sent discussion questions about the readings by email, which you are expected to prepare for in-class participation.

**Note:** Your grade will be lowered if you have more than 2 unexcused absences. Unexcused absences in excess of 2 will result in grade penalties, and may include removal from the course roll. You are required to report your third and any successive absences with appropriate documentation to the Absence Memo Office at 67 George St. You are responsible for obtaining/studying all material, including readings, films, and lectures, whether you are present or absent from class. I will not normally grant extensions for assignments, and late assignments will be penalized. Papers are due on the dates stated at the beginning of class sessions. Emailed or late papers will face grade deductions. Every day a paper is late, your grade will be reduced by 5%; a paper more than 4 days late will receive an automatic grade of F. To reschedule a make-up exam, you must provide a formal excuse and the respective evidence, such as a doctor’s note routed through the Absence Memo Office.

**Special Circumstances**
If you have any kind of special circumstances which I should be aware of, please do let me know early on so that your learning needs may be appropriately met. If you have SNAP accommodations of any kind, please make the appropriate notifications and arrangements with the Center for Students with Disabilities within the very first week of class. Alternatively, if you have any sort of undiagnosed learning disability, a physical impairment of any kind that will require special arrangements for taking class notes, papers, or exams, if you are an athlete or a member of any club or organization which will cause you to travel during our course, please let me know so that the appropriate steps may be taken.

**Courtesy in Class**
As the semester progresses, you will be exposed to a wide range of perspectives, approaches, practices, and opinions. These you will encounter in your assigned readings, and in the views expressed by your instructor and fellow classmates. You may disagree with these on a personal, religious, or scholarly level. However, you are expected at all times to demonstrate respect for the views of your classmates, your Instructor, and the published scholars whose work you will read. If you wish to discuss perspectives, approaches, practices, and opinions with which you may not agree, you must do so in an informed fashion which demonstrates that you have engaged with the relevant course material, and in a manner which does not belittle or intimidate. By us all adopting such a posture, it is hoped that you will find our course to be a challenging, inspiring and enlightening experience in which you have the opportunity to revisit and, perhaps, revise, what you believe to be “truth” in the context of International Studies.

**Academic Honesty**
When you enrolled in the College of Charleston, you signed an Honor Code. I expect that you will abide by that Code. I have zero tolerance for academic dishonesty. I reserve the right to
Changes to this Syllabus are at the Discretion of the Instructor
A Right to Development? The Caribbean in the Global World
INTL 390-01
Fall 2014
Samuel

prosecute to the fullest any act of academic dishonesty, that is, plagiarism and/or cheating, etc., by reporting same to the Honor Board. Students should be aware of the College’s policies on plagiarism as published in the Student Handbook. If you are unfamiliar with the College’s plagiarism policy please consult your student handbook.

Please Note...
…my office hours and contact information as set out at the start of this syllabus. Please do not hesitate to let me know if you have any questions, concerns, special circumstances, or problems. If a crisis arises which will impact your ability to fully participate in our class, please contact me ASAP so that we can work towards a resolution. Last, but not least, please know that if you attend classes, complete your preparations, and attempt to participate in class, but still have some difficulty, I will do my utmost to help you understand and engage the material – that said, you must be sure to attend fully to your own responsibilities as part of our class.

NOTE: Changes to this syllabus are at the discretion of the Instructor

Course Schedule

Aug. 19 – Introductions & expectations
No assigned reading

Aug. 21 – The Caribbean: Setting the Stage I
(Hard copies of these 2 documents will be distributed in class on August 19, 2014).

Aug. 26 – The Caribbean: Setting the Stage II, Contextualizing the Issues

Aug. 28 – What is Development? And, is there a Right to Development?
Calvert, Peter and Susan Calvert, Politics and Society in the Developing World – extracts; UN General Assembly, Declaration on the Right to Development – extracts.

Sept. 2 – A Right to Development?
Abi-Saab, The Legal Formulation of a Right to Development – extracts; Bedjaoui, Mohammed, The Right to Development – extracts; and
Sen, Amartya, *Development as Freedom* - extracts

**Sept. 4 – The Caribbean in a Global Context: Overview**

*You will need to have already viewed the documentary *Life and Debt* (Director: Stephanie Black), which is on reserve in the library.

Class discussion will be based on the documentary and the following questions:

1) How does the political globalization/sovereignty debate play out here? How has state sovereignty been “reworked in the context of neoliberalism and economic globalization?”
2) How does the economic globalization debate play out here?
3) What issues, if any, might we identify when MNC’s come into a town and “set up shop” and what issues might we identify when MNC’s subsequently leave town?
4) What are the human experiences (both positive and negative) of and under globalization in the context of industrialization? Please think in terms of the raw details here, especially based on what you see in the documentary.
5) Does “free trade” affect women in a negative manner disproportionately vis-à-vis men?
6) What jobs do women tend to hold under the free trade scenario of MNC’s, and why?
7) What are the pluses of foreign direct investment and free trade agreements, such as NAFTA?
8) Note the theme of remittances. What role do remittances play in national developing economies?
9) Note the theme of the commodification of workers.
10) Note the theme of the mobility of capital.
11) How might we bring to the fore the voices of those who are considered as being a problem to be solved, or a nuisance, in the context of globalization?

**Sept. 9 - Caribbean Politics: From Colonies to Independence-to the Decades of the “Leftist” Challenge and the Cold War-to the Post 9/11 Scenario**

Hillman & D’Agostino, chap. 4;
Bishop, Maurice, *In Nobody’s Backyard*, Radio Free Grenada Address, April 13, 1979

**Sept. 11- Caribbean development strategies, international politics & The global economy: (i.) Operation Bootstrap; (ii.) Sir Arthur Lewis’ Model**


**Sept. 16 - Caribbean development strategies, international politics & the global economy: (iii.) Asking Tough Questions: The Radical School**

Bernal and Figueroa, et al (pp. 33-55)
Sept. 18 - Caribbean development strategies, international politics & the global economy: (iv.) Caribbean Political Economy: Flirting with Marx

Bernal and Figueroa, et al (pp. 55-95)

Sept. 23 – Rap Session: What have we learned so far?

No assigned reading.

Sept. 25 – Contemporary Political Economy Issues: small size, big difference, I

Sutton, Paul, “The Concept of Small States in the International Political Economy”, in The Round Table, 2011, 100: 413, 141-153

Sept. 30 – Contemporary Political Economy Issues: small size, big difference, II


Oct. 2 – Review for In-Class Exam # 1

Oct. 7 - In-Class Exam # 1

Oct. 9– China and Development in the Caribbean: I


Oct. 16 - China and Development in the Caribbean: II

Guest Speaker via Skype: Dr. Christopher Tufton, Former Minister of Trade, Investment, and Industry, Jamaica, and Co-Executive Director of the Caribbean Policy Research Institute

Oct. 21 – Private Sector Initiatives in Economic Development: I

OR Cuba and Cooperatives as a Model for Development

TBA

Oct. 23 – Private Sector Initiatives in Economic Development: II

Guest Speaker via Skype: Mr. Christopher Zacca, President of the Private Sector Organization of Jamaica

Oct. 28 – EU/Caribbean Relations: I


Oct. 30 – EU/Caribbean Relations: II

Bernal, Richard L., Globalization, Trade and Economic Development:
The CARIFORUM-EU Economic Partnership Agreement, Palgrave MacMillan, 2013, Chap. 6

Nov. 4 – Election Day – NO CLASS

Nov. 6 – US/Caribbean Security & Economic Relations: I
South Bulletin 79, 6 May, 2014, Latin American and Caribbean Leaders
Create a Zone of Peace and Unite Against Poverty and Inequality
COHA, The Caribbean, the Fragile Third Border of the Drug Trade
The New Yorker, Massacre in Jamaica, Dec. 12, 2011

Nov. 11 – US/Caribbean Security & Economic Relations: II
Guest Speaker via Skype: Mr. Howard Mitchell, Attorney-at-Law, Jamaica

Nov. 13 – Whither Caribbean Development? Lessons from the Global World

Nov. 18 – Review for In-Class Exam # 2

Nov. 20 – In-Class Exam # 2

Nov. 25 – Wrap-up
What have we learned?

*EXAMINATION GUIDELINES

*PLEASE NOTE THAT THIS LIST IS NOT EXHAUSTIVE – IT’S MERELY A COMPILATION OF SOME TIPS WHICH YOU MAY FIND USEFUL.

1.) Remember that instructors are human too! The process of answering an exam question involves a communication between you and the person who set it. If you were speaking face-to-face with that person, you would choose your verbal points and arguments very carefully in your reply. In writing, remember that it’s a person whose question you are responding to, and try to avoid being irrelevant and/or long-winded.

2.) The Essay Question: (a.) Prima facie, essay questions may seem to allow more “wiggle-room” for answering. But the examiner is looking for certain basic points which must be covered in a successful answer. Marks will not be given for irrelevant details. Therefore, essay type questions should only be answered on subjects with which familiarity with the basic concepts and any controversial matters exists.

(b.) These questions may be either entirely factual, in asking you to explain the meaning of a certain doctrine or principle, or they may ask you to discuss a certain proposition, usually derived from a quotation. In either case, the approach is the same. You must devise a clear programme to give the
examiner the meaning or significance of the doctrine, principle, or proposition and its origin in the context of the material that has been covered. (c.) Essay questions are a good way to get marks if you have thought carefully about a topic and diligently learned the relevant material, since it is up to you to impose the structure (unlike, say, a hypothetical/problem question, which imposes its own structure).

3.) The Short Answer, or True/False, Question: (a.) This requires a different approach. These questions require far more succinct answers than the essay questions. The student must be able to distinguish between relevant and irrelevant material. Try to limit yourself to relevancy – the quantity of knowledge is itself a trap and you must always keep within the boundaries of the question. (b.) You will have to identify the fundamental problem(s) posed by the question and the fundamental issues to be addressed. (c.) You will need to get to the point of your answer very quickly, as you will have only a few sentences in which to explain the rationale for your answer. Where the state of the field relevant to the question is not settled, the examiner will be attempting to get from the student the nature of the controversies which have led to this, as well as any opposing views. The student should be able to state which side of the argument is most plausible, and why. (d.) There may be alternative answers. All should be addressed in short order. However, if you identify only one fundamental issue, don’t waste time worrying that you haven’t come up with an alternative – there may be just one answer!

4.) Finally, remember that there is no substitute for proper preparation before taking any exam. You must strive to acquire a full appreciation of the major concepts, doctrines and principles before that moment arrives. Strive also for excellence – never settle for mediocrity!