

## International Relations in the Global South

INTS-3000 (3 credits)

### South Africa: International Relations in the Global South

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### Course Description

This interdisciplinary seminar begins with an introduction to South African politics and goes on to wade into the field of international relations and diplomacy, introducing students to dominant theoretical paradigms in international relations. The course will also explore major contemporary issues and border politics in the Southern African region. Students are introduced to the concept of foreign policy; with special attention focused on the goals and objectives of South Africa's foreign policy agenda.

#### Learning Outcomes

Upon completion of the course, students will be able to:

- Explain the complexity of political transition in post-apartheid South Africa;
- Demonstrate knowledge of major theories, paradigms, and perspectives in the field of international relations
- Critically evaluate South Africa's foreign policy;
- Synthesize multiple perspectives and foreign policy agendas and arguments in the form of an essay.

#### Language of Instruction

This course is taught in English, but students will be exposed to vocabulary related to course content as well as the narrated nuances of international relations, politics, and diplomacy through expert lectures and their internship experience.

#### Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate

new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

## **Assignments and Evaluation -**

### Assignment Descriptions and Grading Criteria

#### 1) Text Analysis (40%)

Students choose two texts from the list of their course required readings and engage with the main argument in each text. The text analysis should demonstrate the student's capacity to synthesize arguments, integrate data collected through class lectures and field visits, and provide critical insights into how issues dealt with in the two texts add significant value to the literature. The paper should be 3-5 pages long and should also demonstrate the student's familiarity with the politics of the Southern African region.

#### 2) Reflection Essay (30%)

The reflection essay will consist of a 5-8-page essay which should demonstrate the student's capacity to synthesize and engage critically with the question of South Africa's Foreign Policy Agenda as addressed through lectures, readings, or field visits throughout the course. Students will be provided with two essay questions to choose from.

#### 3) Field Visit Report (20%)

Following a field site visit to Institute for Global Dialogue, students will be expected to prepare a three- to four-page analytical paper focusing on observations made during the visit, issues raised during presentations given by practitioners and answer the question(s) requested by the Academic Director

#### 4) Participation (10%)

This includes active involvement in lectures, readings, discussions, and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.

- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

### Assessment

Critical Analysis -	40%
Reflection essay -	30%
Field visit report	20%
Participation -	10%

### Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance and may impact grades, and could result in dismissal from the program.

### Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for the request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

### Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C

70-73%	C-
67-69%	D+
64-66%	D
below 64	F

## Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course Communication: Course documents and assignments will be posted on the learning management system, Canvas. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

## SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field

study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

## Course Schedule

*\*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs*

### Module 1: The State of the Nation

Setting the scene and placing South Africa's past and present under the spotlight, the session gives insights into the transition to democracy and South Africa's political transformation journey. The module looks at South Africa in relation to other countries in the SADC region, African Union and broader global context. Sessions may include:

- Session 1: Introduction to South African Politics
- Session 2: Politics and the State
- Session 3: People, Society, and State
- Session 4: South Africa and the Global Context

### Readings:

- Calland, R. and Sithole, M.N. (2021). Presidential leadership and accountability from Mandela to Ramaphosa. In N. Bohler-Muller, C. Soudien, and V. Reddy (Eds.), *Ethics, politics, inequality: New directions (State of the nation)*, 77-97. Human Sciences Research Council Press. <https://www.hsrcpress.ac.za/books/ethics-politics-inequality-new-directions>
- Clarke, M., & Bassett, C. (2016). The struggle for transformation in South Africa: Unrealised dreams, persistent hopes. *Journal of Contemporary African Studies*, 34(2), 183-189. <https://doi.org/10.1080/02589001.2016.1202501>
- Mosala, S.J., Venter, C. M. & Bain, E.G. (2017). South Africa's Economic Transformation Since 1994: What Influence has the National Democratic Revolution (NDR) had? *The Review of Black Political Economy*, 44(3-4), 327-340. <https://doi.org/10.1007%2Fs12114-017-9260-2>
- Southall, R. (2016). South Africa- An African peacemaker? In R. Southall (Ed.), *South Africa's role in conflict resolution and peacemaking in Africa*. pp 1-26. Human Sciences Research Council Press. <https://www.hsrcpress.ac.za/books/south-africas-role-in-conflict-resolution-and-peacemaking-in-africa>

## **Module 2: African Regional Studies**

The module expands on issues such as the impact of democracy deficits on the development of Southern Africa. The module will examine current policy questions in Sub-Saharan Africa, including youth employment, conflict, and poverty. The module will also examine how economies in the Southern Africa region, with former liberation movements in power, face thorny challenges when it comes to the transformation of their economies and the sharing of the benefits of growth.

Session 1: Impact of post-colonial corruption on development

Session 2: Youth unemployment and its impact

Session 3: Transformation of economies

Session 4: Conflict and development

### **Readings:**

Marriage, Z. (2016). Conflict and Development in Sub-Saharan Africa". *The Sociology of Development Handbook*, edited by Gregory Hooks, Berkeley: University of California Press, 2016, pp. 505-527. <https://doi.org/10.1525/9780520963474-023>

Mohammad Salahuddin, Nick Vink, Nicholas Ralph & Jeff Gow (2020) Globalisation, poverty and corruption: Retarding progress in South Africa, *Development Southern Africa*, 37:4, 617-643, DOI: [10.1080/0376835X.2019.1678460](https://doi.org/10.1080/0376835X.2019.1678460)

Southall, R. (2013). Liberation Movements and Economic Transformation. In *Liberation Movements in Power: Party and State in Southern Africa* (pp. 212–246). Boydell & Brewer. <http://www.jstor.org/stable/10.7722/j.ctt2tt1rq.14>

Southall, R. (2013). The Party State, Class Formation, and the Decline of Ideology. In *Liberation Movements in Power: Party and State in Southern Africa* (pp. 247–276). Boydell & Brewer. <http://www.jstor.org/stable/10.7722/j.ctt2tt1rq.15>

## **Module 3: Introduction to International Relations and Diplomacy**

This module provides students with the background and conceptual tools they need to understand contemporary international relations and diplomacy. Students are introduced to an overview of the literature and a wide range of issues involved in the study of international relations.

Session 1: Introduction to International Relations and Diplomacy

Session 2: History of International Relations

Session 3: International Relations and the Global South post 1989.

Session 4: Re-strategizing Africa's Policy

## Readings:

- Owens, P., Baylis, J. and Smith, S. (2020). Introduction: From International Politics to World Politics. In J. Baylis, S. Smith and P. Owens (Eds.), *The globalization of world politics: An introduction to international relations* (8<sup>th</sup> ed., pp 6-16). Oxford university press. <https://global.oup.com/academic/product/the-globalization-of-world-politics-9780198825548?cc=za&lang=en&#>
- Walt, S. M. (2005). The relationship between theory and policy in international relations. *Annual review of political science*, 8, 23-48. <https://doi.org/10.1146/annurev.polisci.7.012003.104904>
- Zezeza, P. T. (2013). Obama's Africa policy: the limits of symbolic power. *African studies review*, 56(2), 165-178. <https://doi.org/10.1017/asr.2013.48>

## Module 4: Foreign Policy and Foreign Policy Analysis

In this module approaches to foreign policy, and how states formulate and implement their foreign policy are brought into focus. We examine rational state actor, neoclassical realist, bureaucratic/organizational, institutional and societal models. In addition, the module will examine how government stakeholders, civil society and private interests impact on foreign policy. We analyze the various constraints within which each of these sets of actors must operate and the nature of their interactions with each other.

- Session 1: Introduction to South Africa's Foreign Policy Agenda
- Session 2: Foreign policy in an age of the new 'scramble for Africa'
- Session 3: Examining the goals of SA's foreign policy
- Session 4: Cold-war dynamics and post liberation foreign policy

## Readings:

- Hendricks, C., & Majozi, N. (2021). South Africa's International Relations: A New Dawn? *Journal of Asian and African Studies*, 56(1), 64-78. <https://doi.org/10.1177/0021909620946851>
- Hudson, Valerie M. (2014) *Foreign Policy Analysis: Classic and Contemporary Theory*. Lanham, MD: Rowman & Littlefield.
- Oluwaseun T. (2022) [The political economy of soft power: South Africa's neo-liberal order and multinational corporations' attraction in Africa](#). *African Security Review* 31:2, pages 211-225.

Smith, Steve A., Amelia Hadfield-Amkahn, Tim Dunne (eds.) (2012) Foreign Policy: Theories, Actors, Cases. Oxford: Oxford University Press.