

Race in International Relations, GOVT 2609-20

July 10 - Aug 10, 2023

Location: ICC 118

Professor: Desh Girod

Contact: desh.girod@georgetown.edu; ICC 681

Office Hours via [Zoom](#): Mondays, 4 p.m. – 6 p.m. ([sign up](#)) and by appointment

Description

We will examine racism as a political and economic project. We will begin by studying a hierarchy of race that was established during the Age of Imperialism, and then we will look at how it impacted global power structures, engendering patterns that persist today. The course offers an important new direction in the study of international relations that will challenge us to re-think the conventional wisdom about how states interact and imagine new avenues for foreign policy.

By the end of this course, you should be able to:

1. Describe the historical processes that gave rise to racism in international relations
2. Analyze dominant narratives about empire, decolonization, humanitarianism, and development
3. Assess the intellectual underpinnings and contributions of various methodologies and disciplinary approaches in the study of international relations
4. Frame questions regarding how the global political economy has (and continues to) shape racism and vice versa
5. Make sense of an empirical puzzle of your choosing by synthesizing and building on the insights and analytics from the scholars we read
6. Reflect on different paradigms and value systems for understanding international relations
7. Develop your intuition for how to inhabit a world with racial hierarchy.

Course requirements

1. Read all of the required readings and participate during class discussion. I uploaded all of the required reading to Canvas.
2. Lead class discussion on the readings. The schedule will be determined during the first weeks of class.
3. Take two in-class exams.
4. Use the American Psychological Association's (APA) *Inclusive Language Guidelines* along with its *Style and Grammar Guidelines*, which contain sections on "General Principles for Reducing Bias" and "Bias Free Language." The section on "Bias Free Language" covers various topics (e.g., socioeconomic status) and individual attributes (e.g., racial/ethnic identity).

Grades

25% In-Class Participation; 25% Presentations; 15% First Exam; 35% Second Exam

Schedule of Readings

Introduction

July 10

Syllabus

APA: [*Inclusive Language Guidelines*](#)

Race Formation

July 11

Kendi, Ibram X. 2016. *Stamped From the Beginning*. New York, NY: Bold Type Books.

Prologue and Chapters 1 and 2

July 12

Kelley, Robin D. G. 2021. Foreword. "Why Black Marxism? Why Now?" in *Black Marxism: The Making of the Black Radical Tradition* by Cedric J. Robinson. Durham: University of North Carolina Press.

July 13

Vitalis, Robert. 2015. *White World Order, Black Power Politics: The Birth of American International Relations*. Ithaca, NY: Cornell University Press.

Read Introduction

Age of Imperialism

July 17

Stoler, Ann Laura. 1989. "Rethinking Colonial Categories: European Communities and the Boundaries of Rule." *Comparative Studies in Society and History*. 31(1) Jan: 134-161.

July 18

Immerwahr, Daniel. 2019. *How to Hide an Empire: A History of the Greater United States*. New York, NY: Picador.

Read Chapters 1 and 2

July 19

Fanon, Franz. 1967/1952. *Black Skin, White Masks*. New York, NY: Grove Press.

July 20

In-Class Exam

Anti-imperialism

July 24

Williams, William A. 2009/1959. *The Tragedy of American Diplomacy*. New York, NY: W.W. Norton & Co., Inc.

Read Chapters 1 and 2

July 25

Getachew, Adam. 2019. *Worldmaking After Empire: The Rise and Fall of Self-Determination*. Princeton, NJ: Princeton University Press.

Read Chapter 2

July 26

Girod, Desh. 2023. "Jim Crow Foreign Policy." Unpublished Manuscript. Georgetown University.

July 27

Du Bois, W. E. B. 1920/2018. *Darkwater: Voices from Within the Veil*. New York, NY: Washington Square Press.

Read Chapter 2

International Institutions

July 31

Anghie, Antony. 2006. "The Evolution of International Law: Colonial and Postcolonial Realities," *Third World Quarterly* 27(5): 739–753.

August 1

Gruffyd-Jones, Branwen. 2015. "The Pseudo-Science of Statesmen in Our Times" in *Race and Racism in International Relations: Confronting the Global Colour Line* (Alexander Anievas, Nivi Manchanda, and Robbie Shilliam eds.) Oxford, UK: Routledge Taylor & Francis Group.

August 2

Kothari, Uma. 2006. "An Agenda for Thinking about 'Race' in Development," *Progress in Development Studies* 6(1): 9–23.

August 3

Driscoll, Marc. 2009. "White Dude's Burden," *Cultural Studies* 23(1): 100-128.

Why We (in the Global North) Try to "Help"

August 7

Ferguson, James. 1994/1990. *The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho*. Minneapolis, MN: University of Minnesota Press.

Read Chapters 1 and 2

August 8

Li, Tania Murray. 2007. *The Will to Improve: Governmentally, Development, and the Practice of Politics*. Durham, NC: Duke University Press.

Read Chapters 1 and 4

August 9

Malikki, Liisa H. 2015. *The Need to Help. The Domestic Arts of International Humanitarianism*. Durham, NC: Duke University Press.

Read Introduction, Chapter 1, and Conclusion

August 10

In-Class Exam

Policies and Resources

EXTENSIONS AND INCOMPLETES

Extensions and incompletes are allowed only in the case of an emergency.

The following list comes from [CNDLS](#) or the Provost's Office. I pasted it below for easy reference. Please let me know if you have any questions.

COPYRIGHT

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

ACCOMMODATIONS

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note

takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the [Academic Resource Center](#), the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is *cura personalis*, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation

are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown's Honor System](#) and to take the Honor Code Pledge.

Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; to live out a commitment to integrity in all my words and actions; to be honest in every academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](#).

SUPPORT SERVICES

Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](#) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- [Academic Resource Center](#)

202-687-8354 | arc@georgetown.edu

- [Counseling and Psychiatric Services](#)

202-687-6985

- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)

(202) 687-4798

Title IX Syllabus Statement (endorsed by Faculty Senate)

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu

Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician

More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

(Above statement and TIX faculty resources found at: <https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/>)

Title IX Pregnancy Modifications and Adjustments

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

SCS students must complete the [Pregnancy Adjustment Request Form](https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/) (<https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>) and submit it to the SCS Deputy Title IX Coordinator at titleixscs@georgetown.edu. Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process.

More information about pregnancy modifications can be found on the [Title IX at Georgetown University Website](#).

Georgetown Library

If you have a question for a librarian you can go to their [“Ask Us”](#) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

Learning Resources

Georgetown offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- [The Writing Center](#) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence

structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.

- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).