

COURSE OUTLINE

(1)GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCE		
ACADEMIC UNIT	SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
LECTURER	DR. LEONIDAS OIKONOMAKIS		
COURSE CODE	ΠΟΛΚ 270	SEMESTER	Fall
COURSE TITLE	SOCIOLOGY OF THE GLOBAL SOUTH		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background Scientific Area Courses		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, upon request and on the basis of preparing an essay and presenting it in the classroom (in English)		
COURSE WEBSITE (URL)	Course page at UoC-eLearn		

(2)LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

By the end of the course, students will be able to:

(3) Understand and critique the colonial foundations of sociology and anthropology.

(4) Analyze key theories of the Global South, including world-systems theory,

coloniality, and epistemologies of the South.

- (5) Identify the implications of globalization, development discourse, and modernization on local societies.
- (6) Explore the intersections of race, power, and knowledge production.
- (7) Engage critically with case studies and ethnographic data related to postcolonial resistance and knowledge decolonization.

Skills:

- Becoming aware of the historical evolution of the concept of the Global South
- Relating the concept of development with that of global inequality
- Becoming conscious of the issues and the roots of global environmental, cognitive and social justice
- Critical awareness of the concepts of development and utilization of sociological imagination to relate to global challenges

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

Production of free, creative and inductive thinking
 Criticism and self-criticism
 Decision making
 Showing social, professional and ethical responsibility and sensitivity to environmental and social justice issues
 Working independently

(8) SYLLABUS

This course theoretically explores the scientific study and analysis of global, non-European sociology from the perspective of the Global South. It includes topics such as the impact of colonialism and globalization on local societies, the various dimensions of decolonization, sustainable development issues in Global South countries, relationships of dependency and dominance in non-European regions, and their present-day implications.

The course also examines the historical development of colonial and neo-colonial relations between the Global North and South, analyzing their social, economic, and political dimensions, the international political dynamics of North-South relations, their effects on local societies, and the various forms of resistance from those societies. It also contributes to the decolonization of academic teaching and research at the University of Crete through a non-Eurocentric and non-ethnocentric/Greek-centric approach.

Key Topics Covered:

- **Introduction to Course Structure & Themes**
- **Key Concepts: Underdevelopment, Global South, Third World**
- **Colonial Encounters: The “New World” and the “Other”**
- **Origins of Anthropology & Sociology in Colonial Contexts**
- **Cultural Evolutionism & Scientific Racism**
- **Biological Theories, Eugenics, and Internalized Racism**
- **Colonialism, Imperialism, and Sociological Complicity**
- **Western Cartography as a Tool of Domination**
- **Development, Globalization, and Neo-racism**
- **Postcolonial Thought: Edward Said and Frantz Fanon**
- **Coloniality of Power & Decolonial Theories**
- **Epistemologies of the South and Decolonizing Knowledge**

Instructor

The course is taught by a political ethnographer with extensive field experience in Latin America (Mexico, Bolivia, Ecuador) and Greece. The instructor also holds a Master’s in International Development Studies from the University of Manchester and has previously taught and published on anthropology, colonialism, and ethnographic methods in the social sciences.

(9)TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	60
	Autonomous study	30
	Study and analysis of Bibliography	50
	Interactive Exercises	10

(10) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Connell, R. W. 1997. "Why Is Classical Theory Classical?" *American Journal of Sociology* 102 (6): 1511–57. <https://doi.org/10.1086/231125>.
- Connell, Raewyn. 2007. *Southern Theory: The Global Dynamics of Knowledge in Social Science*. Cambridge: Polity.
- Gough, Kathleen. 1968. "Anthropology and Imperialism." *Monthly Review*, April, 12–27
- Escobar, Arturo. 2008. *Territories of Difference: Place, Movements, Life, Redes*.

- New Ecologies for
the Twenty-First Century. Durham: Duke University Press.
- Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton Studies in Culture/power/history. Princeton, N.J: Princeton University Press.
- King, Charles. 2019. *Gods of the Upper Air: How a Circle of Renegade Anthropologists Reinvented Race, Sex, and Gender in the Twentieth Century*. 1st Edition edition. New York: Doubleday
- Mann, Charles C. 2006. *1491: New Revelations of the Americas before Columbus*. 1st Vintage Books ed. New York: Vintage.
- . 2012. *1493: Uncovering the New World Columbus Created*. 1st Vintage Books ed. New York: Vintage Books.
- Mignolo, Walter, and Catherine E. Walsh. 2018. *On Decoloniality: Concepts, Analytics, Praxis*. On Decoloniality. Durham: Duke University Press.
- Monmonier, Mark. 2018. *How to Lie with Maps, Third Edition*. 3rd edition. Chicago ; London: University of Chicago Press.
- Quijano, Anibal, and Michael Ennis. 2000. “Coloniality of Power, Eurocentrism, and Latin America.” *Nepantla: Views from South* 1 (3): 533–80.
- Roy, Olivier. 2017. *In Search of the Lost Orient: An Interview*. New York: Columbia University Press.
- Sachs, Wolfgang, ed. 2005. *The Development Dictionary: A Guide to Knowledge as Power*. 11. Impression. Johannesburg: Witwatersrand Univ. Press.
- Santos, Boaventura de Sousa. 2016. *Epistemologies of the South: Justice against Epistemicide*. London New York: Routledge.
- Wallerstein, Immanuel. 2011a. *The Modern World-System II: Mercantilism and the Consolidation of the European World-Economy, 1600–1750, With a New Prologue*. University of California Press.
- . 2011b. *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. University of California Press.
- . 2011c. *The Modern World-System III: The Second Era of Great Expansion of the Capitalist World-Economy, 1730s–1840s*. University of California Press.
- . 2011d. *The Modern World-System IV: Centrist Liberalism Triumphant, 1789–1914*. University of California Press.
- Wallerstein, Immanuel Maurice. 2001. *Unthinking Social Science: The Limits of Nineteenth-Century Paradigms*. Philadelphia: Temple University Press.
- Wright, Donald R. 2018. *The World and a Very Small Place in Africa: A History of Globalization in Niumi, The Gambia*. Fourth edition. London ; New York, NY: Routledge/Taylor & Francis Group.
- Wolf, Eric R. 2010. *Europe and the People without History*. Berkeley: Univ. of California Press.

- *Related academic journals:*

Third World Quarterly

Globalizations

Bulletin of Latin American Research

Antípodes