

Course Syllabus: Political Science 2103
Global Politics

McMaster University – Summer 2018

Lectures: Tuesdays and Thursdays, 6:30 – 9:30 p.m.

Room: DeGroote School of Business (DSB) Rm. AB103

Instructor:

Mark Busser (bussermp@mcmaster.ca)
 Office: Kenneth Taylor Hall 505
 Office Hours: Tuesdays, 5:15 – 6:15 in KTH 505

Course Description:

This course focuses on the study of the institutions and processes of the international political system. Students will gain familiarity with many of the major theoretical perspectives and scholarly approaches to the study of International Relations (IR), as well as some contemporary challenges to the traditional discipline. Students will gain experience in applying general ‘theoretical’ ideas and concepts to specific ‘empirical’ case studies.

Intended Learning Outcomes:

Upon successful completion of this course, you should be able to:

- Explain the basic ideas that underpin a variety of theoretical approaches to international relations, including realist, liberal, constructivist and feminist approaches;
- Critically engage with arguments developed in academic journal articles;
- Use social science theories to frame and interpret a historical event or problem;
- Present facts and ideas to an audience using effective audio-visual presentation strategies;
- Compose an argumentative paper applying social science theories to develop and support a reasoned position on a selected case study;
- Use and cite a variety of academic research sources using standard bibliographic methods.

Evaluation Components:

Source Integration Paper:	Demonstrating Reading, Quotation and Citation Skills	15%
Mid-Term Test:	On Early Course Materials	25%
Essay Quarter-Draft:	Rough, Imperfect Draft	05%
Essay:	Applying IR Theory to a Case Study	25%
Exam:	Short Answer and Essay	30%

Key Course Materials:

- Baylis, Smith, and Owens, *The Globalization of World Politics: An Introduction to International Relations*, 7th Edition (Oxford: Oxford University Press, 2016). **Note: This Textbook Will Be Required for Completing the Source Integration Paper, and testing will be based on the newest edition.** Older editions will contain the essential concepts and cases, but will be missing the most updated chapters, and should be used at your own risk.

Assessment and Evaluation**(Further Details to Be Posted on Avenue to Learn)**Source Integration Paper (15%)

The Source Integration paper assignment will focus on confirming core academic skills. Its main purpose is to confirm understanding of academic writing expectations, and to facilitate success on the Essay project. It will also help to clarify expectations around citation, quotation, and source integration skills in academic writing. This assignment will deal closely with the page numbers, box numbers, and wording of the 7th edition of the Baylis, Smith, and Owen textbook. If you are using an older edition you may need to borrow a newer edition and/or photocopy a few pages.

Mid-Term Test (25%)

A mid-term test will be held **in-class (see schedule)**. The location will be confirmed in advance. This test will cover some of the fundamental facts, concepts and approaches introduced in the early portion of our course. A test preparation guide will be distributed and discussed in class.

Essay Quarter-Draft (5%)

An early draft of your research paper will be due at a benchmark date ahead of the final due date. By this point you should be finished all or most of your reading. This 'benchmark' assignment asks you to submit an early draft that represents about one-quarter (1/4) of your composition process completed. A quarter-completed draft will look different for different people. This assignment will be marked quickly based on effort and academic integrity. Some common benchmarks at this stage include:

- A rough draft of your introduction; a rough or partial version of your works cited page(s); some rough body paragraphs; no patch-writing, plagiarism, or unquoted quotations; evidence of basic organization, initial structure, and potential for further development.

Essay (25%)

The major essay for this course will be an independent argumentative essay with an original research component. (An assignment sheet explaining the major essay in detail will be distributed and discussed in class.) You will be asked to choose from a set of five (5) essay questions. The questions on these topics will be formulated in an open-ended way that requires you to:

1. Apply concepts and approaches from our lectures and readings to your topic;
2. Conduct additional independent and original research using academic journals and books; and
3. Compose an original argument in response to the question prompt

Final Exam (30%)

The final exam will be written in-class during our final scheduled session (see course schedule). The exam is cumulative. Specific or detailed questions will focus more on the second half of the course, but you will likely need to apply knowledge and concepts from the first portion of the course.

Course Schedule

The following schedule shows a breakdown of our class sessions, including the readings assigned for each meeting.

Session 1: Tuesday, June 19 th	Introduction and Groundwork
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- Course Details
- Global Politics: Theories, Facts and Values
 - Read: Introduction - Baylis, Smith and Owens

Session 2: Thursday, June 21 st	History and Change in Global Relations
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- The Emergence of the Nation-State; Colonialism; Postcolonial States
 - Read: Chapter 1 - Globalization and Global Politics
 - Read: Chapter 2 – Rise of the Modern International Order

Session 3: Tuesday, June 26 th	Conflict and Danger
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- Advantages of State-Interest Analyses, and ‘Grand’ Theory
- Case Study: The Cold War and Nuclear Deterrence
 - Read: Chapter 3 - International History, 1900-1999
 - Read: Chapter 6 – Realism
 - Skim: Chapter 26 – Proliferation of Weapons of Mass Destruction

Session 4: Thursday, June 28 th	Cooperation and Progress
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- **Completion of Source Integration Paper Due: Friday, June 29th at 11:59 pm.**
- Advantages of Institutional Analyses and ‘Progressive’ Theory
- Case Study: The United Nations System (Introduction)
 - Read: Chapter 4 – From the End of the Cold War to A New Global Era?
 - Read: Chapter 7 – Liberalism
 - Read: Chapter 21 – The United Nations

Session 5: Tuesday, July 3 rd	Marxism and Resistance to Empire
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- Advantages of Class-Focused Analyses, and ‘Emancipatory’ Theory
- Case Study: Protest Movements Against Economic Injustice
 - Read: Chapter 9 - Marxist Theories of International Relations
 - Read: Chapter 11 - Post-Colonialism

Session 6: Thursday, July 5th

Review and Mid-Term Test

- Our **Mid-Term Test** on Early Course Materials Will Be Written **In-Class on Thurs. July 5th**
- Review Material From Sessions 1 – 5.

Session 7: Tuesday, July 10th

National Identities and Social Construction

- Advantages of Idea-Focused Analyses, and ‘Cultural’ Theory
 - Read: Chapter 9 – Social Constructivism
 - Read: Chapter 27 – Nationalism
 - Skim: Chapter 23 - Regionalism

Session 8: Thursday, July 12th

Militarism and Gender Dynamics

- Reminder: **Essay Quarter-Draft (5%) Due Friday, July 13th at 11:59 pm** via Dropbox on A2L
- Advantages of Gender-Focused Analyses, Post-Modernism and ‘Feminist’ Theory
- Case Study: The Canadian Forces and Sexualized Violence in Somalia
 - Read: Chapter 12 – Feminism
 - Read: Chapter 17 – Gender
 - Read: Chapter 10 – Post-Structuralism

Session 9: Tuesday, July 17th

National Security

- Skills-Based Lesson: Writing Undergraduate Papers in International Relations
 - How to Apply Theoretical Concepts to Issues and Cases
 - How to Find, Evaluate, and Read Academic Journal Articles; How to Cite Our Textbook
- International and Global Security Issues
 - Read: Chapter 15 – International and Global Security
 - Read: Chapter 25 – Terrorism and Globalization
 - Read: Chapter 30 – Human Security

Session 10: Thursday, July 19th

The Global Economy

- The second part of this session will include a Peer Editing Workshop
- This date is also the replacement date for missed Mid-Term Tests.
- Reminder: **Research Essay (25%) Due Friday, July 19th at 11:59 pm** via Dropbox on A2L
- Production, Trade and Finance
- Sovereignty and Regionalism
 - Read: Chapter 16 – Global Political Economy
 - Read: Chapter 28 – Global Trade and Global Finance

Session 11: Tuesday, July 24th

Ethics and Global Social Justice

- Intervention, Aid, Assistance, and Moral Responsibility
- Case Study: The Question of Humanitarian Intervention in Syria
 - Read: Chapter 13 – International Ethics
 - Read: Chapter 32 – Humanitarian Intervention in World Politics
 - Read: Chapter 29 – Poverty, Development and Hunger

Session 12: Thursday, July 26th

Human Rights, Participation, and Change

- Globalization and the Future of Global Politics
- Preview of Other Courses in the Department
 - Chapter 31: Human Rights
 - Chapter 22: NGOs in World Politics

Session 13: Tuesday, July 31st

Global Citizenship and Course Wrap-Up

- Last Lecture Session
- Final Exam Review

Session 14: Thursday, August 2nd

Final Exam

- **Final Exam - To Be Written During Class Time (30%).**

Class Policies

Textbook Versions

Please note that this schedule uses the numeration from the 7th edition of Baylis, Smith and Owens' textbook. If you have purchased a copy of the older (6th) edition of the book, you will need to organize your studying based on the chapter *titles* rather than the chapter numbers. You will also be responsible for finding a way to study any chapters and content not covered in the older edition. Please note that several chapters are completely changed (with new authors) in the newer edition, and some new chapters have been added.

Attendance and Slides

This course is designed as a lecture and discussion course with group work components. Attendance is an expected part of the student experience. For a variety of pedagogical ('teaching-philosophy') related reasons, audio-visual slides will not typically be posted online. Suggested strategies for notetaking, and the role of notetaking in accommodating peers, will be discussed in class.

Test and Exam Coverage

Reading is a key element of university education, and of this course. Students often ask which chapters they really have to read, and which they do not. All assigned readings are expected readings and are to be considered as preparation material for tests and exams, especially where the content is echoed during lecture. Attending lecture regularly will help you to reduce confusion over what to read.

Citation Styles:

The preferred citation style for this course is the **American Psychological Association (APA)** style of in-text citations. For basics on this style, see: <https://library.mcmaster.ca/guides/apa-style-guide>

Note on Source Integration (Paraphrasing, Citation and Quotation)

Using research sources in a sophisticated way is crucial to success in any upper-level course. To show academic integrity you must include citations in your work giving credit to your sources for any borrowed information, ideas or insights. In addition, please note that any time you use an author's wording or sentence structure, you **must put the borrowed phrasing in quotation marks**. You may use ellipses and/or square brackets to indicate any wording tweaks, deletions, or other editorial changes you make. When fully paraphrasing without quotation, be sure to compose your sentences **from scratch**. Several advanced strategies can let you quote and paraphrase in any combination you like. For example, you may (and should) choose to include part of a sentence in quotes while paraphrasing the rest from scratch. Please read this paragraph as many times as you need to, or perhaps tattoo it on your hand. Hand tattoos reminding students of citation rules will not be considered cheating at the exam.

University Policies

Privacy Protection: In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. Arrangements for the return of assignments will be finalized during the first class. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students provide a stamped, self-addressed envelope for return by mail;
4. Submit/grade/return papers electronically.

Academic Integrity: You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

<http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Originality Checking: In some assignments for this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Digital work submitted via *Avenue to Learn* will be automatically submitted to Turnitin.com so that it can be checked for academic dishonesty, and so that the paper can be marked digitally using the service’s digital feedback system. Students who do not wish to submit their work to Turnitin.com have the right to arrange, with the instructor, an alternate submission method that bypasses Turnitin. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to: www.mcmaster.ca/academicintegrity

McMaster Student Absence Form (MSAF) Course Policies:

About the MSAF: The MSAF is an on-line self-reporting tool for reporting missed academic work. The MSAF gives you the ability to request consideration for missed work (worth less than 25% of the final grade) due to illness, injury or personal issues lasting 3 days or less. You must use the tool on MOSAIC to report your absence. This form should be filled out as soon as possible after your absence. It is YOUR responsibility to **follow up with your instructor** immediately (within 48 hours of submitting the MSAF) in person or by email regarding the nature of the relief that may be possible for the missed work. Whether consideration is given for missed work, and the type of consideration provide, is the decision of the instructor.

MSAF Limitations: You may submit only 1 MSAF per term without supporting documentation. An MSAF cannot be used for any final examination.

Longer or Successive Absences: For absences longer than 3 days, for reasons other than illness or injury, or for missed work worth 25% or more of the course grade, you must visit the Faculty of Social Sciences office to request an MSAF exception link. You will be required to provide appropriate supporting documentation to the Faculty office before an exception link will be approved. You may also be required to meet with an academic advisor.

MSAF Privacy: You must not submit any medical or other relevant documentation to your instructor. Your instructor may not ask you for such documentation. You are not required to share the details of your medical or personal situation with any instructor.

MSAF Responsibilities: The purpose of the MSAF is to provide students who miss academic work because of illness, injury, or serious personal issues with the ability to still fulfill the requirements of the course. However, the MSAF is not intended as a time or workload management tool, or as a holiday organizer. As a student you are responsible for using the MSAF tool as it was intended, and to not misuse or abuse it for other reasons. Avoid problems by starting assignments and studying as early as possible.

MSAF Follow-Up E-Mail: In this course, in order to arrange for MSAF accommodation, you must e-mail the instructor as soon as possible after submitting your MSAF form. Your message to the instructor should include the following information:

1. If the missed work was an assignment, explain the work that you had completed before your absence and any work you have completed following your absence.
2. Propose a new deadline to submit the assignment, or, for tests, identify blocks of time when you are available to complete the assignment outside of class time.
3. Your tutorial number, TA's name, student number, and McMaster email address.

Important Note: In this class, instructors and TAs will not typically drop missed work or re-weight assignments. Accommodations will be made so that missed work can be completed at the student's earliest possible convenience.

Academic Accommodations:**Student Accessibility Services (SAS):**

Students who require academic accommodations must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone at 905-525-9140 ext. 28652, or by email at sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation for Students with Disabilities](#).

Responsibilities as a Student Registered at SAS: SAS assists with academic and disability-related resources for students with a variety of learning needs. If you require academic accommodation through SAS, be sure that you arrange your accommodations with SAS as early as possible, and ensure that the instructor receives a copy of your accommodation letter as early as possible in the term.

Students registered with SAS are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- **meeting with individual course instructors to discuss their specific accommodation needs in relation to the course (or arranging alternative communication);** ←
- providing the instructor with their accommodation letter as early as possible.

For more information, visit the SAS website: <http://csd.mcmaster.ca/sswd/faqs.html>

Accommodating Peers: Students may be asked to assist in making our learning environment accessible for all students. For example, in-class presenters may be asked to submit, in advance, a text summary of the presentation's visual components to ensure the inclusion of students for whom those visuals would not otherwise be accessible.

Take Note!

SAS Notetaking: The office of Student Accessibility Services has issued a call for volunteer notetakers for this class. By volunteering to contribute notes to the notetaking programs, you will help support your fellow students who might need accommodation-related support. Please consider joining as a volunteer notetaker by visiting: <https://sas.mcmaster.ca/>

In this class, contributing notes to the SAS Notetaking program is also one of the many ways you can earn participation credit and/or esteem. If you do sign up, please do let me know by email at bussermp@mcmaster.ca so that I can say thank you and make note for your TA.

Online and Electronic Course Components:

Avenue to Learn: In this course we will be using Avenue to Learn (“Avenue”) for the online components of the course. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation, may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Digital Submissions: The written assignments in this course will be submitted via the digital Drop-Box function on Avenue to Learn, found under the Assessments tab. Many file types are compatible with the submission system, including Microsoft Word, WordPerfect, PostScript, Adobe Acrobat (.pdf), or Rich Text (.rtf) files. If your word processing program uses a file type not listed here, please contact the instructor to check compatibility.

Written Assignments: All written assignments are to be typed and double-spaced. Printed copies of assignments submitted through Avenue will not be necessary unless explicitly requested.

Submitting Assignments Electronically: Individual assignments submitted electronically must somehow include your last name in the filename, e.g. Smith_Assignment_5_Article_Assessments.pdf or Khan – Annotated Bibliography.pdf

Late Submissions: Late submissions will be penalized at a rate of 3% of the assignment mark per calendar day (including weekends).

Faculty Of Social Sciences E-Mail Communication Policy: It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

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The instructors and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.