

# **POLSCI 1AB3 – POLITICS AND POWER IN A GLOBALIZING WORLD**

## **Summer 2019**

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**Lecture:** Tues and Thu, 6:30-9:30 pm  
**Room:** DSB B107

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## **Course Description**

This course will introduce students to political, economic, and social forces that shape the interaction between multiple international actors in today's globalizing world. The course will explore the concept of power in global politics by focusing on the key theories of international relations, the issues related to war and peace, the dilemmas of maintaining global and human security, as well as economic and social cooperation and competition worldwide. We will use specific examples and case studies to investigate the roles and challenges of migration and displacement, as well as the opportunities provided by global governance structures, the implementation of human rights and international law to address the issues of power and inequality in global politics.

## **Course Objectives**

This course aims to:

- Introduce students to major debates and issues related to power and politics in today's globalizing world.
- Develop and practice critical thinking and critical analysis skills by analyzing current political, economic and social events and news in the context of global politics and power.
- Examine various aspects of an interdisciplinary approach to the study of power and politics taking into consideration the ideas, theories and concepts relevant to political, economic and cultural globalization.
- Develop and practice research, writing and presentation skills, expressing and supporting ideas, as well as defending clear positions on potentially controversial issues.
- Build effective cooperation strategies by working together and collaborating in a small group setting.

## **Required Materials and Texts**

- Kavalski, Emilian, ed., *Encounters with World Affairs: an Introduction to International Relations*. London, Routledge, 2015.
  - This book is available in an electronic form (at no cost) through the McMaster University Library catalogue.
- Additional readings for this course include academic and research articles, case studies, as well as online materials which are noted in the course outline. These resources and study materials are available through McMaster library or online.

## **Class Format**

Active learning instructional strategies will be used to engage with the course material, promote academic knowledge acquisition, encourage interdisciplinary understanding, as well as practice individual and collective reflexivity. In addition to lectures, we will discuss current events and news stories relevant to the course, complete exercises that challenge you to apply theory to practice, and engage in small group discussions.

I will introduce new material in an informal lecture with ample opportunity for questions and discussion. Lectures will highlight key concepts and arguments of the readings and additional material. Participatory action learning methods will be used to supplement lectures. We will aim to include group discussions and active learning activities based on a set of discussion questions. To prepare for the discussion, you should attempt to take a stance about the relevant reading or concept and be prepared to back your position with clear arguments, examples and case studies. Please also dedicate some time during the week to learn about the current news and come to class prepared to discuss news stories on the topic of the day.

## **Course Evaluation – Overview**

1. Midterm quiz – 20%, July 16
2. Group presentation – 25%
3. Final Exam – 40%, August 8
4. Class Participation – 15%

## **Course Evaluation – Details**

### **Midterm quiz (20%), July 16**

A midterm quiz will be held in-class on Tuesday, July 16th. This quiz will cover some of the fundamental facts, concepts and approaches introduced in the first part of our course (Weeks 1, 2 and 3). The quiz will consist of multiple choice, True/False and short-answer questions. A midterm quiz study guide will be provided on A2L and discussed in class.

## Group Presentation (25%)

The class will be divided in groups of five or six students. Each group will be assigned a day and will be expected to present on the topic of the day using a PowerPoint presentation. The group presentation will consist of three key components:

- One key concept related to the topic of the day. Each group is expected to collaboratively choose and present one key concept related to the topic of the day. For example, if the topic of an assigned day's lecture is "Environment and Politics", a group may choose to discuss the concept of *sustainable development* and address its origin, theoretical framework, key aspects, as well as its practical application including major successes, challenges and the prospects for the future.
- One current news story related to the topic of the day. Each group will choose one current news story that covers one or several aspects of the topic covered on the assigned day. Please attempt to choose current news (e.g. that happened within the past week or month). It is important to choose the news story that would illustrate some of the specific aspects of the topic covered in that day's lecture. For example, if the topic of the lecture is "Human Rights", a news story should address specific violations of human rights in any part of the world or concrete efforts by individuals or organizations to promote and implement human rights.
- One interactive activity to engage the class in the critical discussion and analysis of the key concept and the current news story presented by the group. Some examples of such activity may include but should not be limited to an interactive quiz, a game of *Jeopardy*, a crossword puzzle, a debate, etc. Each group is responsible for preparing the materials and facilitating the class activity to ensure constructive participation from the class. The questions covered by this interactive activity should be based on the previous two parts of the presentation (the discussion of one key concept and one current news story), as well as on the broader issues related to the topic of the day and addressed in the assigned readings.

All resources used in the presentation require citations and references that follow APA style. Please insert in-text citations where applicable and include a full list of references on the last slide of your PowerPoint.

Each group is responsible to divide and assign the responsibilities of preparation of the group presentation, presenting and facilitating the discussion equally among the group members. For example, one group member may be responsible for research, another – for putting together presentation slides, while another one – for facilitating the group activity, etc.

All group members will receive the same base grade for this assignment. However, extra points may be added or deducted depending on the individual group members'

participation and performance in this project. Students are encouraged to collaborate to ensure that each member participates equally in preparation and presentation of this assignment.

### **Class Participation (15%)**

Students are expected to attend weekly classes and actively participate in class discussions and activities by making comments, asking follow-up questions, and/or relating the discussion back to the course themes. Students will be marked on how well their comments reflect an engagement with the course material, not merely on how often they speak. Students are expected to be respectful and are encouraged to be kind to their colleagues.

Attendance is mandatory and will be considered in the participation grade as it is necessary to attend the class to be able to participate in it. Please let your instructor know if illness or other emergencies keep you from attending a class.

Students are expected to come to each class prepared to ask one question on the topic of the day. This question can be focused on the assigned readings or on the current events or news stories related to the topic discussed in each class. The students are encouraged to write the questions down for their reference. A student may volunteer a question, or, if there are no volunteers, the instructor will select students from the class list.

### **Final Exam (40%), August 8**

The final exam will be held in-class on August 8 and will include the material covered in the second part of the course after the midterm (weeks 4, 5, 6 and 7). It will consist of multiple choice, True/False and short answer questions that will require students to explain the various concepts and theories we have learned in class and provide specific examples to illustrate these concepts and theories. A final exam study guide will be provided on A2L and discussed in class.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (June 25 and 27)**

#### **June 25: Introduction: politics, power and globalization**

Course Objectives, Methods of Assessment, Key Terms

Readings: None

## **June 27: History of global politics; the levels of analysis**

Readings:

- Chapter 1: Kevin Marsh, “The History of Global Politics” in *Encounters with World Affairs*
- Chapter 4: Taku Tamaki, “The Levels of Analysis of the International System” in *Encounters with World Affairs*

## **Week 2 (July 2 and 4)**

### **July 2: Global political actors: states and individuals**

Readings:

- Chapter 5: Theresa Callan, “The State on the World Stage” in *Encounters with World Affairs*
- Chapter 6: David Walton, “Individuals in International Politics” in *Encounters with World Affairs*

### **July 4: The theories of international relations**

Readings:

- Chapter 2: Mark Chou and Avery Dorothy Howard Poole, “Theories of World Affairs” in *Encounters with World Affairs*
- Antunes & Camisã, “Realism” in McGlinchey, Walters & Scheinpflug, [International Relations Theory](#)

## **Week 3 (July 9 and 11)**

### **July 9: Borders, migration and displacement; the causes of international conflict**

Readings:

- Chapter 15: Alex Balch, “Borders, Immigration and State Transformation” in *Encounters with World Affairs*
- UNHCR, [The UN Refugee Agency](#)

### **July 11: International political economy and development**

Readings:

- Chapter 9: Greg Anderson, “The International Economy of World Politics” in *Encounters with World Affairs*

- Stiglitz, J. et al., “Beyond GDP: Measuring What Counts for Economic and Social Performance”, OECD Publishing: Paris, 2018. Chapter 1, pp. 17-37.

## **Week 4 (July 16 and 18)**

### **July 16: (In)security in global life; international conflict resolution**

Readings:

- Chapter 10: Sandra Popiden, “Conflict and In/Security in the Global Life” in *Encounters with World Affairs*
- Gareth Evans and Mohamed Sahnoun, “The Responsibility to Protect”, *Foreign Affairs*, New York, Vol. 81, Issue 6 (Nov-Dec 2002), pp. 99-110.

Notes: **Midterm quiz** July 16 (in-class)

### **July 18: Human rights and human security**

Readings:

- Chapter 14: Chris Wilson, “Imposing Internal Order on States” in *Encounters with World Affairs*
- [Universal Declaration of Human Rights \(UDHR\)](#),
- [International Declaration on the rights of the child](#)

## **Week 5 (July 23 and 25)**

### **July 23: International organizations; the UN and its global power**

Readings:

- Chapter 7: Brian R. King, “Transnational Actors in World Politics” in *Encounters with World Affairs*
- Please familiarize yourself with the [official UN website](#): specifically with sections “About the UN” (“Issues/Campaigns”) and “What we do”

### **July 25: International law and global governance**

Readings:

- Chapter 17: Sandra Popiden, “Global Governance” in *Encounters with World Affairs*

- [“Global Governance and Global Rules for Development in the Post-2015 Era”](#), Committee for Development Policy, United Nations

## **Week 6 (July 30 and August 1)**

### **July 30: Environment and politics**

#### Readings:

- Chapter 8: Stephen Hobden, “Nature as an Actor in International Politics” in *Encounters with World Affairs*
- [Transforming our world: the 2030 Agenda for Sustainable Development](#)

### **August 1: Shifts in world power, the post-Cold War world, “clash of civilizations”?**

#### Readings:

- Chapter 12: Lui Hebron, “Shifts in World Power” in *Encounters with World Affairs*
- Samuel Huntington, “The Clash of Civilizations?” *Foreign Affairs*, Vol. 72, No. 3 (Summer 1993), pp. 22-49.
- Christopher Layne, “The US-Chinese power shift and the end of the Pax Americana,” *International Affairs*, 94 (1), 2018, pp. 89-111.

## **Week 7 (August 6 and 8)**

### **August 6: Concluding the course and review for final exam**

### **August 8: Final exam (in-class)**

## **Course Policies**

### **Communication via email**

- Students are required to use their official McMaster email address in their email communications with the instructor.
- All emails will be answered within 48 hours. If the student does not hear from the instructor by the end of this time, please resend the email, as this means that the instructor has not received it. Please do not email in the evening before an assignment or a test is due. Please ask the questions in advance and plan accordingly.



## Submission of Assignments

- You must retain copies of all work submitted, both in hard copy and digital form. As you work on your assignment, please back-up computer files on a regular basis because neglecting to perform backing up is not an acceptable reason for failing to hand in your work.

## Grades

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

## Late Assignments

- Late assignments will be penalized at a rate of 5% for every day or part day late (including weekend days). It is under the instructor's discretion to accept papers submitted more than one week late.
- Unless extreme circumstances arise, no extensions will be given after the deadline of an assignment.
- I understand that students sometimes are unable to complete an assessment for legitimate medical or compassionate reasons. If you find yourself in such a situation, please contact me as soon as possible. Once I have been made aware of the situation, I can take steps to help you stay on track in the course and to ensure that you are not unduly penalized.

## Absences, Missed Work, Illness

### REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

#### McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

## **ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### **Avenue to Learn**

In this course we will be using Avenue to Learn. 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.

### **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. 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.). For more information please refer to the [Turnitin.com Policy](#).

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## **University Policies**

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behavior 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 behavior 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](#).

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 credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation 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 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including 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.

### **Course Modification**

The instructor 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.

### **Instructor's Teaching Philosophy**

My teaching philosophy is based on an approach to learning as a mutual, participatory and continuous process. As an instructor I encourage students to think critically and to develop connections between theoretical knowledge and practical experience within their field of study. I strive to create a learning environment that is safe for expressing students' opinions, engaging in respectful debate and open to learn from each other. The students' participation in discussions is strongly encouraged and is seen as a key tool of gaining and sharing knowledge.