

# Political Science 1AB3 Online

## Politics and Power in a Globalizing World

### Winter 2023

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## **Course Description**

This course explores the political and economic forces that shape our globalizing world. We will investigate theories of war and peace, scrutinize global security issues like terrorism and nuclear proliferation, analyze the causes and consequences of human rights abuses, and examine the formal and informal rules and regulations written by international organizations. We will also use international comparisons to ask questions about why states resemble or differ from one another in their political and economic character. Why are some states democratic while others are autocratic? Why do some states grow rich while others remain mired in poverty?

## **Course Objectives**

By the end of the course students should be able to:

- Demonstrate a clear understanding of:
  - The **history** of the modern international system
  - The **theories** that attempt to explain international relations
  - Current global **issues**
- Express ideas both orally and in written (essay) form
- Survey and analyze peer-reviewed academic literature

## **Required Materials and Texts**

All required readings are available (at no cost) on Avenue to Learn via embedded links in the relevant Modules.

## **Class Format**

This is the **online** version of Political Science 1AB3. All course lectures and readings will be posted on Avenue to Learn.

There are two options for course participation: Asynchronous (no live tutorials) or synchronous (live tutorials). In the case of synchronous participation, tutorials will be held over Zoom starting the week of January 16.

The key to doing well in this course is keeping up with the assigned work – including the lectures and the tutorials.

*Please note that many of the concepts covered in lecture will not be covered in the required readings. Watching course lectures is key to your success.*

## **Course Evaluation – Overview**

1. Participation – 10%
2. Module Quizzes – 5%
3. Paper Proposal – 10%: Monday, February 6, 2023
4. Paper Presentation – 10%: In February or March

5. Research Paper – 30%: Monday, April 3, 2023
6. Take Home Exam – 35%: Available on Avenue Monday April 10 at 10:00am.; Due on Thursday April 13 at 11:00pm.

## **Course Evaluation – Details**

### **Participation – 10%**

Your voice matters!

This course provides you with the opportunity to discuss some of the key issues in global politics. It also provides you with an opportunity to share your own research with your peers.

Course participation can occur in one of two ways:

Option 1: You can choose to join a synchronous (live) tutorial (every student selected a tutorial when they registered for this course on Mosaic). If you choose this option, you will be meeting in real-time (on Zoom) with approximately 25 other students and a Teaching Assistant **every week**, beginning the week of January 16.

Option 2: You can also choose to participate asynchronously (no live tutorials). If you choose this option, you still belong to a tutorial, have a corresponding Teaching Assistant, and will reflect on much of the same material as Option 1 students. However, your participation **will not** involve live tutorial conversations. Instead, your participation will involve weekly posts to a Discussion Forum on Avenue.

For administrative reasons, Option 1 is the default option (i.e. you are automatically enrolled into Option 1). If you would like to select Option 2, you must send an email to your Teaching Assistant by Friday January 20 at 4:00pm.

A detailed week-by-week overview of the tutorials (for both Option 1 and Option 2 students) is contained in the Course Guide posted on Avenue.

### **Module Quizzes – 5%**

This course has 12 modules. At the end of each module you will find a multiple choice quiz. Each quiz has 10 questions and a 20-minute time limit. Each quiz is worth 0.5% - however, we will only include your top 10 quiz scores in your final grade (i.e. the lowest two quiz scores will be dropped).

A quiz will only become visible after you have watched the relevant class videos in the Module.

Module quizzes will **open** on the relevant Module start date (Monday, in most cases) at 12:00pm (noon). The quiz must be **completed** no later one week (7 days) following the quiz open date (by 12:00pm (noon)). Module start dates are listed in the Weekly Course Schedule [below](#).

**Paper Proposal – 10%, due Monday February 6, 11:30pm.**

You will be writing a research paper this semester. The **paper proposal** is the first step in that process.

Choose a research question that is related to comparative politics/international relations (some example questions are listed below). Why is your question worth exploring: Does it touch on an important public policy issue? Is the topic one where experts disagree? What is your strategy for answering your research question: What variables are you going to focus on and why? What case will you be looking at and why? If you are using the comparative method, what countries are you comparing and why?

Your proposal should include **5 peer reviewed** academic sources. For each source include a short (1 or 2 paragraphs) summary of the main argument (**in your own words**) and explain how that argument relates to your specific research question.

The proposal should be between 2-3 full pages in length (double-spaced) – **plus** the annotated bibliography. It should be submitted to the appropriate Assignment drop box by February 6 at 11:30pm.

Remember: The paper proposal is the **roadmap** for your research paper - the plan for your larger project rather than an anticipated summary of your research conclusions (see the Course Guide for additional guidance on this assignment).

You may choose **any** research topic that is connected to international relations or comparative politics. I have included some of the topics that were investigated in previous years in the bulleted list below. **Use these questions for inspiration if necessary - but develop your own final research question.** In fact, some of the questions listed below are too broad for the purposes of this assignment:

- What factors explain the recent emergence of ‘populist’ regimes in liberal-democratic states?
- Are democratic states less likely to wage war than non-democratic states?
- Does a policy commitment to “free trade” increase or decrease a state’s prospects for development? Why or why not?
- Has globalization ended?
- Is nuclear proliferation a global security threat?
- Did the Trump presidency fundamentally alter the course of American foreign policy?
- Is American power in decline? If so, what effect is this likely to have on the international system?
- Why does the international community forcefully intervene in some humanitarian emergencies but not in others?
- What role (if any) has the International Criminal Court played in protecting global human rights?

- Do international economic sanctions work?
- Is the World Bank an agent for development or underdevelopment?
- Does the Paris Agreement offer a robust solution to global warming? Why or why not?
- Does state power and national self-interest explain the global response to the COVID pandemic?
- Select an international organization or a recent case/event/conflict/treaty that you want to study in greater detail. Which variables/actors/structures (domestic and/or international) explain that case/event/organization/conflict/treaty?

***Please note: This assignment is crucial to your success in writing the major research paper. It will allow your TA to provide you with feedback on your initial ideas, and guidance going forward. Furthermore, your final research paper will not be accepted if you do not first submit a paper proposal.***

Further detail about this assignment is contained in the Course Guide posted on Avenue.

**Paper Presentation – 10%, in February or March (as selected in tutorial the week of January 30 - February 3)**

You will be presenting your research findings (a solid draft of your research essay - **NOT** your paper proposal) to your tutorial in February or March (with dates to be selected in tutorial). This presentation (no more than 5 minutes) will provide you with an opportunity to practice/develop your presentation skills, as well as to receive valuable constructive feedback from the class - feedback that can be incorporated into the final written version of your research essay.

For your presentation to be a success, a **first draft** of your paper should be written by the end of February (even though the final due date for the paper is not until April 3). Further details about the paper presentation can be found in the Course Guide posted on Avenue.

For Option 2 students: You will be recording a video presentation (between 4-5 minutes) on your research findings. Your video (saved as a .mp4, .mov, .avi, or .wmv file) should be submitted to the relevant Assignment drop box **and** the appropriate Discussion Forum on the assigned due date. Your TA will be assigning you a due date in February or March, on a schedule that aligns with the one being followed by Option 1 students. Your Teaching Assistant and other Option 2 students will view and offer constructive feedback on your presentation – feedback that can be incorporated into the final version of your research essay. For your video, you can either record yourself speaking on camera, or record your voice over a PowerPoint presentation.

**Research Paper – 30%, due Monday April 3, 11:30pm.**

Each student will prepare and submit an 8-10 page argumentative essay. This essay should be based upon your research proposal.

Please note that you are required to develop an **academic** argument for this assignment. The focus of your research should be **peer-reviewed** academic articles. More details about the assignment (including a grading rubric and helpful research and writing resources) can be found in the Course Guide posted on Avenue.

The essay should be submitted to the relevant Assignment drop box no later than April 3 at 11:30pm. Essays submitted after April 3 may be subject to a late penalty of 2% per day.

**Take Home Exam – 35%, available on Avenue Monday April 10 at 10:00am.; Due on Thursday April 13 at 11:00pm.**

The Take Home Exam will cover material from *both* the lectures and the required readings. The exam will be available in Avenue beginning Monday April 10 at 10:00am (i.e. in the morning). It will be due **no later** than Thursday April 13 at 11:00pm (i.e. at night). Since this is an exam, this is a firm deadline –MSAFs will not apply; late exams will not be accepted.

**Weekly Course Schedule and Required Readings**

**Module 1 (January 9)**

**Introduction:**

**What does politics in a ‘global’ era look like? Can we identify meaningful patterns in global political and economic outcomes?**

Readings:

Drezner, Daniel, “The Perils of Predictions,” *Foreign Policy*, Winter 2021, 239, pp28-33

Dickovick, J. Tyler, and Eastwood, Jonathan, *Comparative Politics: Integrating Theories, Methods, and Cases*, Second Edition, Oxford: Oxford University Press, 2015, Chapter 1

**Module 2 (January 16)**

**Is ‘the state’ still the key actor in global politics? Has globalization eroded the state? Has the state eroded globalization? Where are we now: globalization, deglobalization, or re-globalization?**

Readings:

Callan, Theresa, “Chapter 5: The State on the World Stage,” in *Encounters with World Affairs*, Emilian Kavalski, ed., New York: Routledge, 2016, pp107-122

Link, Stefan, "How might 21<sup>st</sup> century de-globalization unfold? Some historical reflections," *New Global Studies*, 12, 3, 2018, pp343-365

### **Module 3 (January 23)**

#### **Economic Development:**

**What accounts for the immense disparity in wealth between states? What causes development and underdevelopment? Should development be defined solely as an increase in GDP/capita?**

Readings:

Phillips, Nicola, "The Political Economy of Development," in John Ravenhill, ed., *Global Political Economy*, 6<sup>th</sup> edition, Oxford: Oxford University Press, 2020, pp354-383

### **Module 4 (January 30)**

#### **Democratic States:**

**What effect does national democracy have on international behaviour? Are democratic states more peaceful than non-democratic states?**

Readings:

Rosato, Sebastian, "The Flawed Logic of Democratic Peace Theory," *American Political Science Review*, 97, 4, 2003, pp585-602

### **Module 5 (February 6)**

#### **The Past and Future of Democracy:**

**What is "populism" and what does it mean for democracy? Is there a global trend in the spread of democracy: expansion, consolidation, or deconsolidation?**

Readings:

Foa, Roberto Stefan, and Mounk, Yascha, "The Signs of Deconsolidation," *Journal of Democracy*, 28, 1, 2017, pp5-15

Mounk, Yascha, and Foa, Roberto Stefan, "The End of the Democratic Century," *Foreign Affairs*, 97, 3, 2018

### **Module 6 (February 13)**

#### **Theories of international relations:**

**Is international politics fundamentally different than domestic politics? Does "anarchy" make a difference?**

Readings:

Kapitonenko, Mykola, *International Relations Theory*, New York: Routledge, 2022, Chapter 2 (Realism), 4 (Neoliberalism), 7 (Constructivism)



## **Reading Week (February 20-24)**

**No class: Mid-term recess**

## **Module 7 (February 27)**

**Nuclear Deterrence:**

**What was the Cold War? Did the threat of nuclear annihilation prevent a hot war? Does deterrence offer a solution to 21st century security problems?**

Readings:

Popiden, Sandra, "Chapter 10: Conflict and In/Security in Global Life," in *Encounters with World Affairs*, Emilian Kavalski, ed., New York: Routledge, 2016, pp187-256

Krepinevich, Jr., Andrew F., "The Eroding Balance of Terror: The Decline of Deterrence," *Foreign Affairs*, 98,1, Jan/Feb, 2019, pp62-74

## **Module 8 (March 6)**

**Terrorism:**

**New security threats for a post-Cold War world? Was the "Global War on Terror" a success?**

Readings:

Rapoport, David, "The four waves of modern terrorism," in Audrey Kurth Cronin and James M Ludes, eds., *Attacking Terrorism: Elements of a Grand Strategy*, Washington: Georgetown University Press, 2004

Mueller, John, and Stewart, Mark G, "Terrorism and Bathtubs: Comparing and Assessing the Risks," *Terrorism and Political Violence*, 2018

## **Module 9 (March 13)**

**Human Rights Part I:**

**What to do when 'the state' is the security problem rather than the security solution? What can and should the United Nations do to protect Human Rights?**

Readings:

Wilson, Chris, "Chapter 14: Imposing Internal Order on States," in *Encounters with World Affairs*, Emilian Kavalski, ed., New York: Routledge, 2016, pp311-328

Paris, Roland, "The 'Responsibility to Protect' and the Structural Problems of Preventive Humanitarian Intervention," *International Peacekeeping*, 21,5, 2014, pp569-603

**Module 10 (March 20)**

**Human Rights Part II:**

**Are Economic Sanctions the solution to Human Rights problems? What about the International Criminal Court?**

Readings:

Peksen, Dursun, "Political Effectiveness, Negative Externalities, and the Ethics of Economic Sanctions," *Ethics and International Affairs*, 33, 3, 2019, pp279-289

**Module 11 (March 27)**

**International organizations and international law:**

**Do international organizations make a difference to international outcomes? Are international organizations best understood as independent and autonomous actors, or as tools used by powerful states?**

Readings:

Popiden, Sandra, "Chapter 17: Global Governance," in *Encounters with World Affairs*, Emilian Kavalski, ed., New York: Routledge, 2016, pp365-396

Sinha, Aseema, "Understanding the 'crisis of the institution' in the liberal trade order at the WTO," *International Affairs*, 97, 5, 2021, pp1521-1540

**Module 12 (April 3)**

**American hegemony: Has the period of American Hegemony come to an end? What, if anything, does this mean for the international system?**

Readings:

Layne, Christopher, "The US – Chinese power shift and the end of the Pax Americana," *International Affairs*, 94, 1, 2018, pp89-111

**Last week of class (April 10)**

**The Take Home Exam will be released to Avenue on Monday April 10 at 10:00am. It is due on Thursday April 13 at 11:00pm.**

## **Course Policies**

### **Submission of Assignments and tests**

This course will use tests and assignments to assess your comprehension of the course material. All tests and assignments should be answered individually. All tests and assignments should be answered in your own words. Do not simply “cut and paste” material out of the lectures, lecture summaries, course readings, or other sources: Doing so does not demonstrate **your** understanding of the course content.

Course assignments should be submitted to the appropriate Assignment drop box in Avenue by the designated due date. Written assignments should be submitted as a Word document or pdf. Video assignments should be submitted as a .mp4, .mov, .avi, or .wmv file. If you are recording your video with an iPhone or android phone, the default file type should meet this requirement.

If, for any reason, you cannot access the Assignment drop box before the assignment due date, please email the assignment to your TA in the specified time frame.

### **Late Assignments**

Late assignments may be subject to a 2% per day grade deduction (including weekends). For example, an 80% essay will be reduced to 78% if it is received one day late, 76% if two days late, etc.

Please note: Quizzes and the Take Home Exam must be submitted in the designated time frame.

### **Absences, Missed Work, Illness**

The expectation for this course is that all components (including participation) will be completed.

All requests for extensions (excluding SAS requests) should be submitted through the [MSAF process](#).

In the event of an approved extension for an assignment, the assignment will be due four days from the original due date (inclusive of weekends).

## **Course Software and Technology**

This course incorporates and utilizes several technological platforms:

### **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.

## **Zoom**

In order to fully participate in live tutorials, students require access to [Zoom](#). Students should register for a free account (and download the relevant software) through [McMaster's zoom website](#). Access to class Zoom rooms is restricted to McMaster Zoom accounts. Please login to your [McMaster Zoom account](#) prior to any online tutorial or meeting.

## **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## **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

## **University Policies**

### **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and

working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms

### **Academic Integrity Statement**

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](#).

The following illustrates only three forms of academic dishonesty

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

### **Copyright and Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be

aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### **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 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.

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

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

### **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.

### **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.