

POLITICS AND POWER IN A GLOBALIZING WORLD
POLSCI 1AB3
Summer 2022

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Lecture: Mondays and Wednesdays,
6:30 PM – 9:30 PM
Room: KTH 104

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5:00 PM – 6:00 PM

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Course Description

This course provides students with a critical introduction to the study of Global Politics from an International Relations perspective. It examines the relationship between power and politics of political, economic, and social issues by examining historical/contemporary events and topics that shape our globalizing world. In doing so, it draws on students' experiences to analyze the ways in which the global is local and that the personal is political. We will examine various theoretical perspectives to investigate global structures, actors and power that influence and shape international politics. The topics amongst these that we will study are colonialism and violence, global political economy and development, human rights abuse violations, humanitarian intervention, migration and displacement, political ecology, and nuclear violence. We will use these to ask questions about how is the international global system structured? How does the international shape the local and how is the personal political? How do colonialism and race shape and structure the global political system?

Course Objectives

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

- Develop a broad critical understanding of power and politics
- Be familiar with fundamentals and major debates of current issues related to power and politics, theoretical approaches, concepts, and methods of the discipline
- Demonstrate a clear understanding of:
 - The history and structure of the modern international system
 - Theories that attempt to explain the international system
- Develop and practice critical thinking skills by analyzing historical and contemporary global political, economic, and social events
- Express ideas both orally and in written (essay) format by developing research, writing, and presentation skills
- Enhanced reading, writing, and group presentation skills

Required Materials and Texts

- All required readings (see the weekly schedule) including articles and book chapters are available on Avenue to Learn via embedded links and files in [Weekly Schedule and Course Readings](#) section in the Course Content.
- Edkins, Jenny, and Maja Zehfuss, eds. *Global Politics: A New Introduction*. 2nd ed. New York: Routledge, 2014.
- Baylis, John, Steve Smith, and Patricia Owens, eds. *The Globalization of World Politics*. 8th ed. New York: Oxford University Press, 2019.
 - PDF book chapters from these books will be made available electronically in [Weekly Schedule and Course Readings](#) section in the Course Content

Class Format

The course is delivered through in person lectures on Mondays and Wednesdays from Monday, May 2nd to Wednesday, June 15th in KTH 104. The lectures will provide students with various opportunities to engage in the course material through course readings, group presentations, and participation. Active learning strategies and discussion will be utilized to engage with course material, promote academic knowledge acquisition and critical thinking through individual and collective reflexivity.

The lectures provide ample opportunities to discuss theoretical concepts and academic sources in connection to current events and news stories relevant to the course topics. Students will be provided with opportunities to engage in discussion in small group settings and practice individual reflexivity through journal writing.

Course material will be introduced and taught in an informal lecture style that promotes seminar style discussion amongst instructor and students. The instructor's role is to lead discussions, pose questions, to evaluate strengths of the arguments, encourage student critical thinking, and provide additional information and guidance when required. Lectures will highlight key concepts, arguments of readings and contextualize historical/current events in global politics. We will aim to include group discussion and student-centered learning that actively engages with students' interests and questions.

To prepare for discussion, students are encouraged to read the assigned course readings and be prepared to discuss most and least compelling aspects about the readings, theoretical perspective of readings and be prepared to discuss their findings and ask questions for clarification to enhance understanding. To promote student academic success and participation in discussion, please come to class prepared to discuss course readings, specifically the main argument and key concepts of reading. This class strongly encourages the reading of current news stories to bring into discussion around topics discussed. Also, please practice active listening skills to ensure engagement during group presentations and discussion. **To promote this, laptop use will be prohibited during group presentations.**

Course Evaluation – Overview

1. Participation and Attendance – (20%) Ongoing, 2 parts (A and B)
 - A. Participation in class discussions (10%)
 - B. Journal Entries for each class, A2L (10%)
2. Group Presentations – (20%)
3. Reflective Research Paper – June 8, A2L (30%)
4. Final Exam – June 15, A2L (30%)

Course Evaluation – Details

Participation and Attendance (20%), Ongoing, 2 parts (A and B)

A. Participation in class discussions (10%)

Attendance and participation are a crucial component of this course. All students are expected to regularly attend class, do the assigned readings before class, and participate in class discussion with their interventions of the key issues in global politics. This provides you with an opportunity to engage with the course material and share your own thoughts and research with peers. Your participation is highly encouraged and attendance in class will not earn a passing participation grade alone.

Course participation can take places in various forms to accommodate people's different personal and professional circumstances. For this course, participation is possible in two ways:

- 1) You can choose to participate synchronously during lecture. Class will be run synchronously so that we can have discussion in-person between peers and instructor during the designated course timelines. If you choose this option, you will be encouraged to discuss course readings/materials and discuss your interventions with peers in class. You will discuss course readings and discussions will build on your understanding of readings and allow for your own interpretation and interventions of the material and connectedness to the personal.
- 2) You can choose to participate asynchronously outside of the lecture. If you choose this option, you will still be expected to attend lectures and your participation will still reflect the same course material as Option 1 students. However, your participation will not involve live conversations, instead you are expected to present your ideas of the readings via discussion posts to a Discussion Forum on Avenue based on the course timeline (2x/week). For this option, you are to provide a short summary that provides a short summary of the readings, 3 key concepts, and a short reflection of the inter-connections of the key terms and contemporary political issues.

A class-by-class overview of the discussion for Option B will be posted under the Discussion Board on A2L. If there are no students in Option B, then this will not be posted.

***NOTE:** For administrative purposes, at the beginning of the term, you will decide on the participation option and will only be assessed on for one of the two participation options, that is either synchronous during lecture or asynchronously through Discussion Forum on Avenue. Option 1 is the default option, if you would like to select Option 2, you must send an email to gewargre@mcmaster.ca by Friday May 6 at 4:00pm.

B. Journal Entries (10%)

Writing is an integral component of studying politics as it allows us to process and synthesize our thinking. It provides an opportunity to think and reflect on readings, course material, political movements/events, and topics discussed in course in ways that are personal. As such, this course provides students with an opportunity to reflect by partaking in creative and journal writing exercises for each class toward their participation grade.

The grade will be based on completion, students are expected to complete 10 journal entries from Week 1 – 6 (11 classes total – you can skip one class entry). Each journal entry is 250 words long. These are to be submitted before the end of the class on A2L in the Journal Entries folder in [Assignments folder](#) for the corresponding week. The purpose is to reflect on what you have read, do not worry about “getting it right” but rather think about how the readings make you feel, resonate with you, difficulties you have in understanding it, and questions that arise as a result.

Students will use 15 mins. at the beginning of class to reflect on one of the following prompts for the readings and class topic.

- ⇒ Summarize the reading in two sentences and reflect on what thoughts came to mind
- ⇒ Is there a quote that stood out to you? If so, why?
- ⇒ How/why does the positionality of the author shape this text? What is the essential argument of this reading? What assumptions does the author make?
- ⇒ What is the main argument of the author? You can get this by looking at the introduction and conclusion.
- ⇒ Which arguments do you find most and least compelling? Why?
- ⇒ Why does this academic source matter to Global Politics? Who/what does this reading or theoretical perspective exclude/silence in its analysis?
- ⇒ What are the concepts that this reading focuses on? How does this author conceptualize this concept?
- ⇒ How/why does this reading resonate with you? What are some of the challenges it presents that might make you (un)comfortable?
- ⇒ Do you think the world would be a safer place without any nuclear weapons or would there be more war? Why or why not?

These journal entry prompts can be located on A2L Course Content under [Journal Entry Prompts](#).

Group Presentations (20%)

The class will be divided in groups of three or four students. Each group will select a lecture day and be expected to present on the topics of the day using a PowerPoint presentation by working together. The group presentation includes two parts: group research and presentation; all members of the group are expected to participate and are responsible for the group presentation. **Each member of the group gets the same base grade for this assignment.** However, extra points may be added or deducted depending on individual group members' participation and performance in the presentation. Students are encouraged to equally collaborate, engage, and participate in group presentation in preparation and presentation of this assignment.

Group roles and participation will be documented and assessed using two worksheets located in Course Content on A2L under [Group Presentations](#). The Self and Peer Evaluation will be available through A2L. Instructor will assign overall grade of presentation based on Group Rubric available under Group Presentations in A2L. The length of the presentation is to be 25-30 mins.

The group presentation will consist of these four key components:

- ⇒ One Key Concept/Term related to the topic. Each group is expected to collaboratively choose and present one key concept related to the topic of the day. Briefly explain the concept in your own words.
- ⇒ Summary Statement of the author's main argument in a few short sentences. The group is to provide a short summary (4-5 sentences) of the assigned reading to highlight the author's key argument of the reading. This statement should be written in your own words. Be sure to include the theoretical approach of the reading.
- ⇒ One Current News Article related to the topic of the day. Each group will choose one current news story (within the past week or month) that covers one or several aspects of the topic. Ensure that the news story reflects/illustrates the topic covered in that day's lecture. NexisUni available through McMaster Library database at the following [NexisUni link](#) is a great resource to find news articles.
- ⇒ One Interactive Activity to engage class and facilitate class discussion and analysis of the key concept and news story. For example, this can include a Kahoot game, *Jeopardy*, a debate, crossword puzzle, listening to podcast with Question-and-Answer activity. This can include previous course material as well and include broader issues related to the topic of the day and previous course readings/materials.

Reflective Research Paper (30%)

This course provides students with an opportunity to write a reflective research paper that draws on course material, case study/news article, and personal reflections to analyze how they are interconnected and related. The paper is to be 1250-1500 words, no longer than 6 pages in length (Times New Roman, 12-point font, double spaced, and 1 inch margins). The paper is to focus on course readings and topics. **The topic will be agreed upon between the student and instructor on May 18.** Students are to select one class theme and research one topic/key concept from that class to analyze in a case study/news story using 2-3 academic sources to support your findings and reflections.

In general, the purpose is to relate the course material to ONE CASE STUDY of a political movement or historical/contemporary event. Student is then expected to provide personal reflections on how this concept/topic shapes local and personal political life by drawing on their own reflections. Additional research is required to demonstrate connections and learning of the topic and case study of the political movement or historical/contemporary case study/news article to analyze the concept and how it operates/functions in politics. Student is expected to use 2-3 academic sources to analyze the concept in detail and/or highlight how it relates to the case study analyzed. One resource is required to provide an overview of the case study, this can include a news article or academic source.

Example:

Course Theme: Humanitarian Intervention: The War on Terror

Course Topic: Neoliberalism

Case Study/News Story: The US Invasion of Iraq

Academic Article(s): Baker, Yousef K. "Global Capitalism and Iraq: The Making of a Neoliberal State." *International Review of Modern Sociology*, vol. 40, no. 2, 2014, pp. 121–48, <http://www.jstor.org/stable/43499905>.

Citation Manual: Be sure to follow proper citation and referencing system. Students are to follow the Chicago Manual of Style that is available at the [Chicago Manual of Style Online](#).

Alternative Medium Option: Students can use other mediums such as art, video, poetry, photography, podcast, etc to complete their reflective research assignment. This provides you with an alternative and creative aspect to complete this assignment, you can be as creative as you wish. Be sure to highlight the research and assignment aspects associated with the assignment. In order to avoid any confusion and ensure manageable assignment idea/medium, please consult and confirm with me by May 18 or in advance.

Due Date and Submission: The reflective research paper is due on June 8 before 11:59 PM on A2L under Assignments in the Assessments Folder. You can locate the A2L Reflective Research submission folder [here](#).

Final Exam (30%)

The Final Exam will be held in-class and take place on A2L. It will consist of multiple choice, True/False, and one short answer that will require students to explain various concepts and theories discussed in class and provide specific examples to illustrate these concepts and theories. A Final Exam guide will be provided on A2L under [Final Exam Review](#) in the Course Content and co-constructed/discussed with students in class.

Weekly Course Schedule and Required Readings

Week 1 (May 2 and May 4) Introduction: Politics, Power, and Globalization

May 2: Introduction: Politics, power, and globalization

Course Objectives and Syllabus, Methods of Assessment

Readings (In Class):

Grovogui, Siba N'Zatioula. 2021. "Interview – Siba N'Zatioula." E-International Relations. <https://www.e-ir.info/2021/01/31/interview-siba-nzatioula-grovogui/>.

May 4: What is Global Politics? How do we begin to think about the world?

Readings:

McGrew, Anthony. 2019. "Globalization and Global Politics," in *The Globalization of World Politics*, 19–34.

Week 2 (May 9 and May 11) Politics of Colonial Genocide and Displacement

May 9: How do colonialism and racism structure the modern international system?

Readings:

Shilliam, Robert. 2019. "Race in world politics," in *The Globalization of World Politics*, 287-302. **OR**

Lawson, George. 2019. "The Rise of Modern International Order," in *The Globalization of World Politics*, 39–53.

May 11: States, Borders, and Human Rights: How do borders limit movement and how do they impact migration/displacement?

Readings:

Doty, Roxanne Lynn. 2014 "Why Is People's Movement Restricted?" In *Global Politics: A New Introduction*, 200–219.

UNHCR, [The UN Refugee Agency](#) (In Class).

Week 3 (May 16 and May 18) International Relations and Myth Making: Theories of International Relations

May 16: What stories do Realism, Liberalism, and Constructivism tell of the world? How does 'anarchy' frame our understanding of Global Politics?

Readings:

Chou, Mark, and Avery Dorothy Howard Poole. 2016. "Theories of World Affairs," in *Encounters with World Affairs: An Introduction to International Relations*. <https://doi-org.libaccess.lib.mcmaster.ca/10.4324/9781315579498>

May 18: Silences and Erasures of International Relations Theories: Who/What do theories in IR silence and/or erase in their stories of the International?

Readings:

Corntassel, Jeff, and Marc Woons. 2018. "Indigenous Perspectives on International Relations Theory," E-International Relations. <https://www.e-ir.info/pdf/72490>.

Henderson, Errol A. "Hidden in plain sight: Racism in International Relations Theory." *Cambridge Review of International Affairs* 26, no 1 (2013): 71-92. [10.1080/09557571.2012.710585](https://doi.org/10.1080/09557571.2012.710585).

Week 4 (May 23 and May 25) Global Political Economy and Politics of Development

May 23: Victoria Day: NO CLASSES

Readings: None

**May 25: What accounts for the immense disparity in wealth between states?
How do we classify development and underdevelopment?**

Readings:

Peterson, V. Spike. 2014. "How Is the World Organized Economically?" in *Global Politics: A New Introduction*, 363–84.

Week 5 (May 30 and June 1) Security/Insecurity: Politics of Nuclear Violence, Terrorism, and the War on Terror

May 30: How does nuclear violence underpin the modern international system?

Documentary Screening in Class: Directed by Horowitz, Adam. 2012. *Nuclear Savage: The Island Experiments of Secret Project 4.1*. Documentary available online through Kanopy <https://www.kanopy.com/en/mcmaster/video/171127>.

Readings:

Cohn, Carol. 1987. "Sex and Death in the Rational World of Defense Intellectuals." *Signs* 12, no. 4 (1987): 687–718. <http://www.jstor.org/stable/3174209>.

Lindqvist, Sven. 2001. *A History of Bombing*. New York: The New Press, 1-7.

June 1: Humanitarian Intervention and the War on Terror – Whose rights matter?

Readings: Bellamy, Alex J., and Nicholas J. Wheeler. 2019. "Humanitarian Intervention in World Politics," in *The Globalization of World Politics*, 514–29.

Riverbend. "Baghdad Burning." *Ten Years On...* (April 9, 2013) (blog). <http://riverbendblog.blogspot.com/>.

Week 6 (June 6 and June 8) Politics of Ecology and Resistance

June 6: Environmental Politics and Sustainable Development: What if we don't take nature for granted?

Readings:

Dalby, Simon. 2014. "What Happens If We Don't Take Nature for Granted?" in *Global Politics: A New Introduction*, 39-60.

June 8: Power and Politics of Empowerment: How can we resist power and authority?

Readings:

Hill Collins, P. 2000. "Towards a Politics of Empowerment," in *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, 273-290. <https://doi-org.libaccess.lib.mcmaster.ca/10.4324/9780203900055>. OR

Picq, Manuela. 2014. "Self-Determination as Anti-Extractivism: How Indigenous Resistance Challenges World Politics," in *Restoring Indigenous Self-Determination: Theoretical and Practical Approaches*. This can be accessed electronically via [E-International Relations](#).

Week 7 (June 13 and June 15) Review, Reflections and Final Examination

June 13: Review: Q&A Slides. Reflective Writing.
Readings: None

June 15: Final Exam – Examination in Class
Readings: None. The final exam will take place in class.

Course Policies

E-mail Communication Policy

The policy of the Faculty of Social Sciences is that all e-mail communication sent from students to instructors 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.

Students can contact the instructor via McMaster email accounts as instructor will only respond to emails from McMaster email accounts. Note that the instructor only responds to emails – **I will not respond to messages on Avenue**. Please be mindful of maintaining respect as instructor will not respond to emails that are rude or inappropriate.

Please keep the following simple rules for email etiquette in mind:

- Please indicate your full name and course code in the email.
- Emails must adhere to minimum standards of professionalism and grammar that would be found in a workplace. Remember that you are sending an email in a university, not a text message to a friend.
- All communication to the teaching team should come from your McMaster email address.
- Please allow for a minimum of 48 hours for turnaround on emails.

Submission of Assignments

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 Assignments drop box in A2L by the designated due date. Written assignments should be submitted as a Word document or pdf.

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

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
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

Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. **In the event of an approved extension for an assignment, the assignment will be due 3 days from the original due date (inclusive of weekends).** All other late assignments will be penalized at a rate of 2% per day. Late assignments will not be accepted after 7 days beyond the original deadline without appropriate documentation from the Office of the Associate Dean of Social Sciences.

Please note Final Exam must be written and submitted within the designated time frame and in class on A2L on June 15.

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 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". Please refer to [MSAF](#) for more information on submission and process.

Courses with An On-Line Element

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.

Authenticity / Plagiarism Detection

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.

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 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. **It is your responsibility to understand what constitutes academic dishonesty.**

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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

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.

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 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 to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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.

If the instructor or a teaching assistant is not able to pass the daily COVID screening, they cannot provide an in-class meeting. In the case that the instructor cannot attend the lecture, this will be announced on Avenue to Learn by 3pm on the day of the lecture. The lecture will be replaced by either an on-line lecture (which will be audio-recorded and posted to Avenue) or asynchronous lecture(s) posted to Avenue.

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.