

World Politics

POLS 103.001
College of Charleston
Fall 2009
MWF 11-11:50AM
Maybank 307

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Office Hours: Monday 2:30-
3:30 pm or by appointment

Course Description

Broadly stated, politics is the struggle to define the values, rules and mechanisms by which the individual's life is organized within a larger social group. This struggle is complicated when political problems are global in nature, yet are beyond the scope of any particular state to evoke an adequate institutional response. Within the global context, confrontation inevitably arises due to the differing goals and values of the actors that make up "global society". These actors include states as well as non-governmental actors such as multinational corporations, civil society and social movement organizations and terrorist networks. Within world politics, therefore, the paramount question is how global society will establish, maintain, and/or change the dominant paradigm of rules that will dictate the individual's life?

This class, World Politics 103-001, requires a perspective recognizing the historical and cultural aspects of the shifting terrain of global power that are critical to our ability to thoroughly understand current events. Throughout the course, will examine the debates over how power operates and how it is defined in order to question the ways that knowledge of world politics--and of ourselves as global citizens--is differently constructed dependent upon the creator of that knowledge. Importantly, this course provides a sturdy foundation--the necessary background information and conceptual tools--for students of any major to better understand the world around them and to for those students who may choose to pursue more advanced courses of study in international affairs and comparative politics.

There are two sections to this course. In the first section, we will survey the major philosophical contributions traditionally used in the study of international relations as well the history of the modern international system of politics and power. This includes a large spectrum of issues and methodological concepts

in contemporary world politics, including international security, gendered forms of violence, international political economy and globalization, US foreign policy, international organizations and law, international development and global inequality, and environmental issues. We will study these issues by examining how they impact the relationship between the United States and particular areas in the world that have contemporary relevance, such as the Middle East, China, Latin America and Africa.

Learning Goals:

1. Achieve a broad understanding of the methods and perspectives used to study world politics
2. Improve student's understanding of how power and current events are intertwined within the field of political science broadly, and international relations, specifically
3. Enhance student's ability to understand the historical context of issues in world politics towards an improved understanding of current events
4. Improve student's conceptual tools for further study in international relations and comparative politics
5. Increase the quality of student's reading, writing, debate and critical thinking skills.

Class Format

Class is conducted in lecture format and complemented with discussions on current issues in world politics. We will occasionally have in-class debates using the text of *Taking Sides*. I will announce when these will take place, and expect you to come to class with your books that day. Each Friday will be structured around a student-led discussion.

Attendance is mandatory. All students are expected to complete all the assigned readings, be prepared to summarize the main issues and arguments, and participate in discussion on a regular basis. This course is designed to encourage critical thinking and conversation on controversial issues. I require that you engage respectfully during these conversations, which means that we will listen to one another and support one another during our presentations and debates. Students will be frequently called upon to share their queries and opinions at random during class sessions. If you find it difficult to speak in public, you should meet with the instructor during the first week of class to discuss strategies for resolving this problem.

Bring your texts to class on paper. We will discuss readings in class, and I frequently will refer to the specific pages from the readings and expect you to have them in front of you.

Please turn off all cell phones, laptops, etc. If you have learning requirements that necessitate the use of a laptop, please see me. Also, if you are involved with SNAP, you need to see me the first or second week of the semester.

You are welcome to eat and drink as long as you are not disturbing others. Please attempt to remain in the classroom throughout the duration of our 50-minute classes. Bathroom breaks should only be used for emergencies.

Course Requirements

- A. Participation & In-class quizzes: 15% of your final grade
- B. Collective Presentations: 15% of your final course grade on assigned dates
- C. 1 Analytical Essay (5-6 pages): 20% of your final course grade (Paper is due>>>)
- D. 1 Compare/Contrast Essay (5-6 pages) on *Taking Sides* issues: 20%
- E. Final Exam: 30% of your final course grade on Monday, December 9, 12-3PM

A. Class participation and In-class quizzes: 15%

Attendance is mandatory. If you miss class, your grade will suffer. Also, you are responsible for getting the class notes from another student, and I will not take time to go over the material you missed. If you miss a quiz, you receive a zero—NO MAKE-UPS. Completed reading assignments, regular attendance in class, and informed participation in discussions are extremely important not only for you, but also for other students in the class. I expect you to come to class prepared to talk. Most class time will be devoted to discussing the issues raised in the readings but we will not always have time to cover everything. You are still responsible for the parts of the readings we do not discuss in class. All readings are required before you come to class. **You should come to class with questions written down for the class discussion.** These can be comprehension or discussion questions. I will collect these periodically, so please bring them on a sheet of paper or email them to me the night before class. Also, I will give you brief pop-quizzes or in-class writing responses that are based on the

readings for that day. If you have done the readings, you will have no problem with the quizzes. It is necessary for you to come to class with your text.

B. Collective Presentation Requirements: 15%

The collective presentations are an exercise in collaborative work, which will be composed of two to three people. Each person within their group is required to complete all of the readings assigned for the week they sign up to present (please do not break up readings amongst members). The group is required to meet together several times before they give their presentation in class. Presentations will be done on Fridays for the material that was required for that same week.

- This presentation requires the group to lead and moderate discussion regarding the week's readings. This means that the questions you devise for our conversation should not be huge, unanswerable topics, but issues that are debatable using the materials we have read or heard about in lectures.

- The presentation is NOT a summary of the readings, as we should have all read the material; rather the presentations should set up a collective discussion by highlighting the central themes and questions of the readings and should be focused around concepts that flow throughout and between the readings—i.e., What is the significance of the readings? Do they make similar/contrasting arguments? How/Why are these readings important to an understanding of world politics?

- The format of the presentation is open to the way that the presenters choose—i.e. breakdown of the class into small groups; each group presentation member speaks on a different theme/concept/question; debate; YouTube clips and discussion that are relevant to the readings; etc. All presentation styles must be approved by me the **Wednesday before** the presentation date (best time to get approval would be after Wednesday's lecture). The objective is to help students critically engage the ideas, theories and facts presented in readings and lectures. Learning how to pose the right analytic question is just as important as answering a question. I will reward those who are committed to the goals of the course and those who critically engage the readings.

***The group needs to distribute a list of questions, a list of brief comments, a list of quotations, or something along those lines to the class of the day the their presentation.

Here are some examples of ways to pose good questions or develop critical commentary on the readings:

1. Take a quote from the text that you think is most important, one that captures the key argument in the readings, or one that puzzles you, and then analyze what the author is trying to explain, or fails to do, or how your own standpoint agrees or disagrees with the quote. Critique the bias you see.
2. Search for an anomaly, a contradiction or paradox in the assigned text. Authors says that something is true in such and such context, but s/he appears to overlook this rule or generalization in another passage/quote. Can both be true?
3. Compare and contrast the view of two assigned authors discussing the same social change, institution or cultural process. Search for the source of the difference. What explains why they agree and why they differ? What's the underlying assumption/method/theory/value?
4. Use a YouTube clip or some piece of music that highlights the main issues or the problems associated with the week's readings.

Question and answer sessions will follow the main presentation.

- Each member of the group is REQUIRED to hand in a brief summary (> 1 page) of the discussion goals and objectives. When you present, you are also required to hand in a one-page written response. "Write-ups" should be one page maximum, typed, and carefully edited. Most of all, it should demonstrate your "engagement" with the reading. They must provide evidence that you have done the weekly reading and give some critical thought to your grasp of the facts, concepts and debates in the reading. Don't worry about being incorrect, provided you have engaged the reading.

C. Analytical Paper: 20%

There will be an analytical paper that will be due on >>>. This paper should be 5-6 pages long, and your argument should be well-supported by citations from the readings. I expect you to look up the citation styles on the Political Science homepage and follow this format. This paper will test your understanding of the reading material and expect you to apply some of the larger theoretical arguments to analyses of current events. You will receive the paper prompt one week before the paper is due. **No lame excuses or late papers will be accepted.**

D. Compare/Contrast Paper: 20%

This paper will require you to evaluate the different sides of an issue, using the debates from *Taking Sides: Clashing Views in World Politics* and outside sources from academic journals and newspapers. This will also be 5-6 pages long. I will give you the option of choosing which debated to write on. More information will follow.

E. Final Exam: 30%

The exam will consist of short-answer questions and long essay questions. This will be a cumulative exam, meaning that it will cover material from the entire semester. Please note that a make-up exam is limited to special circumstances and only available to students who provide official documentation of an emergency medical/personal situation.

Academic Honesty and Honor Code

This class will fully respect and enforce the College's policy on academic honesty and honor code. College of Charleston Honor Code and Academic Integrity:

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student's actions are clearly related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration-working together without permission- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of

cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at <http://www.cofc.edu/studentaffairs/generalinfo/studenthandbook.html>.

General performance evaluation standards for this course are as below.

* A: Demonstration of excellent work on papers and examinations in fulfillment of course requirements; effective class participation; demonstration of reading assignments; good attendance.

* B: Good, effective work (written and oral) in fulfillment of course requirements.

* C: Satisfactory work (written and oral) in fulfillment of course requirements. Students demonstrate only very general understanding of the subjects in readings and assignments, frequently fail to clearly define and explain key concepts and facts, and/or commit logical inconsistency.

* D: Assigned work is below satisfactory standards or not fully completed.

* F: Failure to meet minimum course goals - exams, written assignments, class participation, and other course requirements. Additionally, student fails to meet minimum attendance requirements.

Course Materials

Please make sure to frequently visit course WebCT for this course. WebCT, where I will post important announcements and additional required course reading materials, will be our main vehicle of communication throughout the semester. Additionally, the following books are available for purchase in the bookstore:

* ISBN: 0547-05634-6 *World Politics in the 21st Century*, by Duncan, Jaqncar, Webster and Switky. Student choice edition. Boston and New York: Houghton Mifflin, 2009.

ISBN: 978-0-385-5137-5 *Good Muslim, Bad Muslim* by Mahmood Mamdani, New York: Doubleday Publishers, 2005.

**Weekly articles posted on WebCT (indicated by WebCT) are required.

Note: Material from the textbook may be on the exam even if we do not discuss it in class. Some reading assignments may change over the course of the semester in order to address changing world events. Some additional readings may be posted on the course WebCT to expand your understanding of the week's topic and to provide additional perspectives on the main issues of discussion.

You should also be up to date on world news by reading the New York Times, Washington Post, Financial Times, Economist, BBC or any other quality news publication either in print or on-line.

Class Schedule

Week 1: Understanding our Object of Study

August 26 - Welcome and introduction to course

August 28 - Duncan, Chapter 1: The Importance of World Politics

Week 2:

August 31 - Duncan, Chapter 1, continued: Quiz

September 2 - Duncan, Chapter 2: Approaches to World Politics

September 4 - Lipschutz, R. and Mary Ann Tetreault (2005) Ch. 1 - Global Politics Because People Matter and Ch. 2 - People, Households and the World. In *Global Politics as if People Mattered*, Rowman and Littlefield. (WebCT)

Week 3: Intersections of Knowledge and Power in the Study of World Politics

September 7 - Duncan, Chapter 4: Power in World Politics

September 9 - Chapter 4, continued

September 11 - Agathangelou, A. and Lily Ling (2005) Power and Play through Poiesis: Reconstructing Self and Other in the 9/11 Commission Report. *Millennium: Journal of International Studies* 33 (3): 827-853. (WebCT)

Week 4:

September 14 - Duncan, Chapter 3: Analyzing World Politics,
Movie: Why We Fight
September 16 - Chapter 3, continued
September 18 - Shaw, K. (2004) The Construction of Knowledge:
Knowledge, Foundations, Politics. *International Studies Review*
6: 7-20. (WebCT)

Week 5: Actors in Global Politics

September 21 - Duncan, Chapter 6: Intergovernmental Actors
September 23 - Duncan, Chapter 6, continued
September 25 - "Does the United Nations Deserve Support?" from
Taking Sides.

Week 6:

September 28 - Duncan, Chapter 7: Non-State Actors
September 30 - Keck and Sikkink. 1998. Ch. 1 - Introduction
from *Activists Beyond Borders*. Ithaca: Cornell University Press.
(WebCT)
October 2 - NO CLASS

Week 7: Issues and Events in Global Politics

October 5 - Duncan, Chapter 10: Global Violence, Wars, Weapons,
Terrorism
October 7 - Bush Doctrine/Project for a New America
<http://www.newamericancentury.org/defense-20020130.htm> and
<http://www.newamericancentury.org/statementofprinciples.htm> and
October 9 - Scahill, J. (2006) Blood is thicker than Blackwater.
The Nation. May 8, 2006. (11-18). (WebCT)

Week 8:

October 12 - FALL BREAK Mamdani, *Good Muslim, Bad Muslim*,
Introduction
October 14 - Mamdani, Chapter 1
October 16 - Mamdani, Chapter 1 continued

Week 9:

October 19 - Mamdani, Chapter 3
October 21 - Mamdani, Chapter, 4
October 23- Chapter 4, continued

Week 10:

October 26 - Duncan, Chapter 11 - **Human Rights, Women, and
Global Justice**
October 28 - Duncan Chapter 11, continued
October 30 - CHOOSE EITHER Agathangelou, A. 'Sexing'
globalization in international relations: migrant sex and
domestic workers in Cyprus, Greece, and Turkey (142-169) or

Nair, S. Human rights and postcoloniality: representing Burman (254-284) from *Power, Postcolonialism and International Relations: Reading race, gender and class*. London: Routledge, 2002. (WebCT)

Week 11:

November 2 - Cynthia Enloe (2004) Updating the Gendered Empire: Where are the Women of Occupied Afghanistan and Iraq? From *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley: University of California Press. (WebCT)

November 4 - Enloe continued

November 6 - Hirschkind and Mahmood (2002) Feminism, the Taliban, and Politics of Counter-Insurgency. *Anthropological Quarterly* 75.2: 339-354 (WebCT)

Week 12:

November 9 - Duncan, Chapter 12: **International Political Economy**

November 11 - Peet, Richard (2009) Globalism and Neoliberalism from *Unholy Trinity: The IMF, World Bank and WTO* (second edition). London: Zed Books. (WebCT).

November 13 - NO CLASS

Week 13:

November 16 - Duncan, Chapter 13: **The Politics of Development**

November 18 - Rist, Gilbert (2008) Ch. 1 - Definitions of Development and Ch 4- The Invention of Development from *The History of Development: From Western Origins to Global Faith* (Third Edition), London: Zed Books.

November 20 - Rist continued

Week 14:

November 23 - Movie: *Life and Debt*

November 25 and 27- THANKSGIVING BREAK: Read *The River Runs Black*, Chapter 1 (WebCT)

Week 15:

November 30 - Duncan, Chapter 14: **The Global Environment**

December 2 - Role Play, Chinese Environment vs. Economy

December 4 - Duncan, Chapter 14, continued

Week 16:

December 7-Last day of classes: Final Review