POLI 103: “World Politics” (Maybank 307)

Section 04 (11253): MW, 2 to 3:15 p.m.
Section 07 (13733): MW, 3:25 to 4:40 p.m.

Professor Shyam K. Sriram, Ph.D.
Department of Political Science, College of Charleston
Fall Office Hours: MW, 7 to 11:30 a.m., 26 Coming Street (Room 102)

Why You Should Take This Class

The world is a complicated place, but it doesn’t have to be. This class will begin the process of getting you to do more than just hear about events in other parts of the world: it will give you context, and show you how to apply what you have learned. My goal is that everyone leaves this class with improved knowledge of political geography, an awareness of major events, and the idea that global is actually local.

POLI 103 Learning Outcomes

- Distinguish between key political science theories.
- Summarize basic facts about the world
- Prepare essays that show critical engagement with the material.
- Demonstrate capacity to theorize or explain political outcomes
- Identify key actors and institutions in current political debates
- Learn how to write in an academic style.
- Demonstrate skills in critical thinking
- Apply knowledge of social scientific inquiry norms and standards

Assessment:

- Short Essays (10 x 5 points): To become critical thinkers, you will turn in 10, 200-word mini-essays in response specific questions (see below). Each essay is worth five points.

<table>
<thead>
<tr>
<th>Essay #</th>
<th>Topics</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1.</td>
<td>Does the U.S. have the right to not accept refugees? Why or why not?</td>
<td>09/03</td>
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<td>2.</td>
<td>What is terrorism? Why does suicide terrorism ‘work’?</td>
<td>09/12</td>
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<td>3.</td>
<td>Why do we still engage in development work if it doesn’t work?</td>
<td>09/19</td>
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<td>4.</td>
<td>Define globalization and utilize examples from Milner’s article.</td>
<td>09/26</td>
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<td>5.</td>
<td>Do we need borders? Why are we talking about them all the time now?</td>
<td>10/03</td>
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<td>6.</td>
<td>Why do women suffer more as a consequence of globalization?</td>
<td>10/17</td>
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<td>7.</td>
<td>Can you be an American and still support/care about another country?</td>
<td>10/31</td>
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<td>8.</td>
<td>Do you buy Power’s argument about President Clinton dropping the ball?</td>
<td>11/12</td>
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<td>9.</td>
<td>What is a “feminist approach” to international law? Does it matter?</td>
<td>11/19</td>
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<td>10.</td>
<td>Is the United States still a hegemon? Do Babones and Schindler agree?</td>
<td>12/03</td>
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• **Map Quiz (15 points):** Each student will have to take a world map quiz consisting of capitals and countries. There will be three attempts to pass the quiz or score 15 out of 25. I will post a map study guide on OAKS.

• **Model United Nations (25 points):** Students will be required to participate in the College of Charleston Model UN representing one of the UN member states (I recommend choosing a non-western member state). You will become a delegate of the country representing its interests. In order to do well on this assignment and to become an effective delegate, you will need to do background research on your country and the chosen issue area. Students will need to prepare a Position Paper on this specific topic. Position Papers are due on October 24, 2018. More information on this assignment will be provided in class. The annual College of Charleston Model UN will be held on October 26-27 (Friday 3pm-8pm and Saturday 9am-3pm).

• **Midterm Exam (25 points):** This will be an in-class exam consisting of seven to 10 short-answer questions covering the material from August 27th to October 3rd.

• **Final Exam (75 points):** The final exam will be cumulative and cover all the material during the semester. It will consist of short-answer and multiple-choice questions.

• **Participation (10 points):** Students are expected to be involved in class and participate by asking thoughtful questions, coming to office hours, and generally, contributing to the overall class dynamics.

<table>
<thead>
<tr>
<th>Grade Interval</th>
<th>Points</th>
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<tr>
<td>A- = 180 – 185 points</td>
<td>B- = 166 – 175 points</td>
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<tr>
<td>A = 186 – 200 points</td>
<td>B = 166 – 175 points</td>
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<tr>
<td>B+ = 176 – 179 points</td>
<td>C = 146 – 155 points</td>
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<tr>
<td>B = 166 – 175 points</td>
<td>C- = 140 – 145 points</td>
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<tr>
<td>C+ = 156 – 159 points</td>
<td>D- = 120 – 125 points</td>
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<tr>
<td>C = 146 – 155 points</td>
<td>D = 126 – 135 points</td>
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<tr>
<td>D+ = 136 – 139 points</td>
<td>F &lt; 120 points</td>
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**Readings**

**Books**


Articles

Note: Part of this course is also learning how to use research databases. I will share some library Permalinks, but you will have to locate and then read/download half of the citations on your own. This is a crucial skill to academic success.


**A Note about Reading for College Classes**

• One of the most important skills you will master at C of C is the ability to consume a large amount of academic text and highlight/focus on the major ideas. This is the key to graduate or professional school. My students will learn to read Political Science research with the goal of retaining useful information (like theo**ris**s) and cutting out the fluff. I encourage you to reflect on what the authors have to say and write it out in your own words. You can skip over most of the statistics.

**Example:**

Let us look at this excerpt from *The Unheavenly Chorus* by Schlozman et al. (2012, 6):

> “The disparities in political voice across various segments of society are so substantial and so persistent as to preclude equal consideration. Public officials cannot consider voices they do not hear, and it is more difficult to pay attention to voices that speak softly.” What are they saying?

• I have divided the course content into a serious of topics. On some days, I will just lecture, but on others you will be assigned an article or two. You are expected to do the assigned reading for that day *before* coming to class. Otherwise, I can almost assure you the material will not make any sense and worse, you will fall behind.

• I will not be posting my lecture notes on OAKS.

**Course Schedule**

I. **Introduction and Expectations:** August 22nd (W)

II. **Theories: Realism, Liberalism, Neoliberalism, Constructivism, & Structuralism**

(i) August 27th (M): Syllabus Quiz (Extra Credit)/ Lecture

(ii) August 29th (W): Read Betts and Collier (Chapter 1)/ Lecture/ Map Quiz #1

(iii) September 3rd (M): Read Snyder (2004)/ Short Essay #1 Due Lecture
III. **Sovereignty:**

(i) **September 5th (W):** Lecture

IV. **Terrorism**

(i) **September 10th (M):** Read Pape (2003)/ Lecture

(ii) **September 12th (W):** Short Essay #2 Due/ Lecture

V. **Aid, Conflict, and Development**

(i) **September 17th (M):** Read Hobbes (2014)/ Lecture

(ii) **September 19th (W):** Lecture/ Short Essay #3 Due

VI. **International Trade**

(i) **September 24th (M):** Read Milner (2005)/ Lecture

(ii) **September 26th (W):** Short Essay #4 Due/ Lecture

VII. **Borders**

(i) **October 1st (M):** Map Quiz Attempt #2/ Read Graziano (2018)/ Lecture

(ii) **October 3rd (W):** Short Essay #5 Due/ Lecture

**October 8th (M):** Midterm Review

**October 10th (W):** MIDTERM

VIII. **Global Migration**

(i) **October 15th (M):** Read Ehrenreich and Hochschild (Chapters 1 and 16)/ Lecture

(ii) **October 17th (W):** Short Essay #6 Due/ Read Betts and Collier (Chapters 2 and 3)

(iii) **October 22nd (M):** Read Ehrenreich and Hochschild (Chapters 3, 6, and 9)

(iv) **October 24th (W):** Model U.N. Position Papers Due/ Lecture

IX. **Transnationalism**

(i) **October 29th (M):** Map Quiz Attempt #3/ Read Guarnizo et al. (2003)/ Lecture

(ii) **October 31st (W):** Short Essay #7 Due/ Lecture

**November 5th (M):** FALL BREAK – NO CLASS
X.  **Genocide**

(i)  **November 7th (W):** Read Powers (2001)

XI.  **International Law**

(i)  **November 12th (M):** Short Essay #8 Due/ Read Louth and Alstein (2012)/ Lecture

(ii)  **November 14th (W):** Read Charlesworth et al. (1991)/ Lecture

XII.  **Drones**

(i)  **November 19th (M):** Short Essay #9 Due/ Read Byman (2013) and Cronin (2013)

**November 21st (W): NO CLASS – THANKSGIVING**

XIII.  **American Hegemony**

(i)  **November 26th (M):** Read Wittes (2007)/ Lecture

(ii)  **November 28th (W):** Read Babones (2015) and Schindler (2017)

(iii)  **December 3rd (M):** Short Essay #10 Due/ Read Betts and Collier (Chapter 9)

**December 5th (W):** Last Day of Class/ Final Exam Review

Section 04 – Final Exam: 12 to 3 p.m., Wednesday, December 12th

Section 07 – Final Exam: 4 to 7 p.m., Saturday, December 8th

**Course Policies**

1. I will gladly honor your request to address you by the name and gender **pronouns** of your choice. Please advise me of this early via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

2. **Attendance:** Absence from more than fifteen percent of the scheduled class sessions, whether excused or unexcused, is excessive. Students missing more than five class sessions will lose one full letter grade from the participation portion of their total average for each additional absence.

3. **Late Work** will be severely penalized. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested. You will lose one point for every hour the assignment is late.
4. I am offering extended **office hours** this fall (eight total hours per week), but the times favor those who are “morning people.” See the first page of the syllabus for specifics.

5. I prefer **hard copies** of all essays because it is easier for me to grade. I also like to read your work blind, so write or type your name on the back of each essay.

6. When you enrolled in the College of Charleston, you were bound by an **Honor Code**. I expect you to abide by that code. If you are found to have cheated on a quiz or plagiarized any of your written work, you will fail this course and be turned over to the Honor Board for further disciplinary action. If you have any doubts about what constitutes cheating or plagiarism, ask before you act.

7. I have built-up a reputation over the last 15 years as a **professor who values students** and their personal experiences. If you are going through anything that hinders your ability to do your best, please come and talk to me. I can also refer you to other college resources. I am known to grant extensions for reasonable requests.

8. One underutilized student resource is the **Center for Student Learning (CSL)**, which offers academic support services for assistance in study strategies, writing, tutoring, supplemental instruction, study skills consultations and workshops. For more information on what help is available to you for free as students, visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu), call (843) 953-5635 or visit the office on the library’s ground floor.

9. **Extra Credit**: CofC offers a dynamic selection of lectures, film screenings, and other globally-conscious events. From time to time, I will offer extra-credit opportunities that will be predicated on attending an event and submitting a short reflection.

10. I don’t know if it’s my recent departure from California or the sudden realization of the humidity here, but paper doesn’t do well in this weather. So, I will not be printing out copies of the **syllabus**. It will be on OAKS and I have designed it to include hyperlinks and look colorful.