



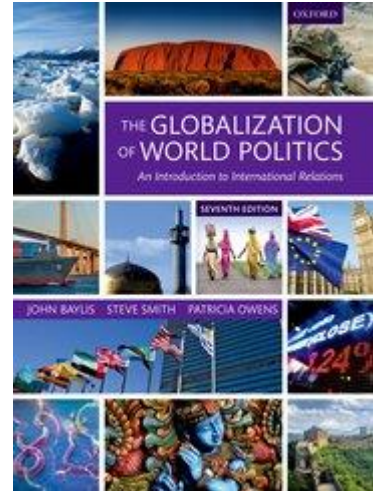
Lecture time and location: Tuesdays & Thursdays, 2:35-3:55pm, McCain Auditorium 1
Instructor: **Prof. Brian Bow**
Office hours: Wednesdays, 10:00-12:00pm, HHAAB 301A
Teaching assistants: TBD

POLI 2520 is a general introduction to the study of politics at the global level. While other Political Science courses focus on politics within states (e.g., the relationship between citizens and government), this course is concerned mainly with relations *between* states—which is the core focus of “International Relations” (IR) as a subfield of Political Science. IR has long been characterized by competition between rival theoretical perspectives seeking to explain patterns of interaction between states; some of these rival frameworks borrow from theories developed to study politics more generally, and some of were specifically developed to explain relations between states. More recently, IR scholars have come to recognize that there is much more to global-level politics than the formal relations between states, so the scope of the subfield has been broadened to include states’ engagements with international organizations like the United Nations, and transnational actors like global corporations or terrorist networks. Hence the more inclusive title of this course: World Politics.

World Politics, as a field of study, is concerned with broad questions like: Why do states keep embarking on catastrophic wars, even when none of the states involved seems to want it? Why are states sometimes able to negotiate durable agreements, and sometimes fail? And what are the prospects for political integration, at the regional or global level? Our focus in POLI 2520 is to become familiar with some of the most prominent theoretical approaches, and to think critically about each of them—both in terms of their logical coherence and their usefulness in explaining real-world political outcomes. Thus lectures and readings will feature a mix of general review of theoretical premises and expectations; critical reflection on the meaning and purposes of related concepts; discussion of some specific efforts to “test” theories by applying them to one or more historical cases; and a broader consideration of the criteria by which we might evaluate the coherence and usefulness of theoretical traditions. Theories and concepts discussed in POLI 2520 are foundational for IR and for related theory and research on foreign policy, diplomacy, and international law; one of the purposes of this course is to provide a general grounding in these debates, which students can draw upon in upper-level courses.

Resources

The course textbook this year is John Baylis, Steve Smith, and Patricia Owens, *The Globalization of World Politics* (7th ed., Oxford, 2017)—referenced below as “GOWP7.” It’s available from the campus bookstore, and should be easy to find on-line. Most of the required readings come from the textbook, but there will also be a few other small items, all of which will be made available through the course website (see below).



The course website can be accessed through Brightspace: <http://www.dal.ca/brightspace>. Login using the same ID and password that you use for your Dalhousie email. In addition to links to some course readings, the Brightspace site also has a downloadable copy of the course syllabus and general instructions and advice for the exams and term paper. Powerpoint slides from the lectures will be posted there (usually—but not necessarily always—in advance...).

The Brightspace website is a crucial resource for this course. If I want to send a message to students (e.g., class canceled due to snow, office hours changed for a particular week, etc.), I will do so through Brightspace, not by email. Students are expected to check the Brightspace site for announcements and updates at least once per week.

Assignments / assessment

Mid-term Exam	25%	Tuesday, October 19
Term Paper	35%	Tuesday, December 5
Final Exam	40%	Exam period (see below)

The grading thresholds for this course are:

90-100 = A+	85-89.9 = A	80-84.9 = A-
77-79.9 = B+	73-76.9 = B	70-72.9 = B-
65-69.9 = C+	60-64.9 = C	55-59.9 = C-
50-54.9 = D	50 > F	

Exams

The **mid-term exam** will be held in class on October 19. For the midterm exam, you will be responsible for all of the ideas and issues raised in lectures and required readings, up to the date

of the exam. There will be some choice (e.g., answer 3 of 5 questions in this section) in all parts of the exam.


The **final exam** will be scheduled by the University Registrar. The official exam period for the Fall 2012 semester is December 7-17. Do not make work or travel plans until after you know the official dates and times for all of your final exams. If you will be obliged to be absent from the final exam for some compelling reason (e.g., serious illness or injury, death in your immediate family), you must explain that reason in a letter to the Chair of the Department, in advance of the scheduled exam; the Chair will render a decision on the matter. For the final exam, you will be responsible for all of the ideas and issues raised in lectures and in the required readings, through the entire semester. There will be some choice (e.g., answer 3 of 5 questions in this section) in all parts of the exam.



Additional information about the exams will be made available through the course website (see below).

Term Paper

The term paper will be **due at noon on December 5**. Each student is required to submit both a hard copy of the term paper (in class, or at the POLI department office) and a digital copy (through the Brightspace site).

Each student will **choose one of the following three clusters of questions**, and use it as the basis for a short research paper:

<p>Option #1</p>	<p>Classic theories of International Relations (e.g., Hobbes, Morgenthau) were predicated, explicitly or implicitly, on particular philosophical conceptions of the relationship between the state and the citizen. Choose any two of the IR theories covered in this course (e.g., Realism, Liberalism, Constructivism), and explain their respective conceptions of the relation between state and citizen. Has our collective thinking about the relationship between the state and the citizen changed over the last 200 years? If so, how has this affected the relevance/usefulness of the two theories? What do you think—are there historical developments taking place today which could ultimately make one or both theories obsolete?</p>	
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<p>Option #2</p>	<p>In the past, the rise of “new” great powers has often been associated with the onset of cataclysmic wars (e.g., France in early 1800s, Germany in early 1900s), and some have argued that the rise of China today might trigger a new round of military competition between the major powers, perhaps even another world war. Choose any two of the IR theories covered in this course (e.g., Realism, Liberalism, Constructivism), and explain their respective expectations about when and how states become locked in strategic rivalries. What does each theory lead us to expect about whether, why, or how the US and China might become strategic rivals? What do you think—which theory’s expectations do you think are more plausible, and why?</p>	
<p>Option #3</p>	<p>Global environmental challenges (e.g., climate change, loss of biodiversity, desertification, etc.) were not really “on the radar” when the major theories of International Relations were first propounded (except perhaps Constructivism, which was first popularized in the 1990s). But they may have something useful to tell us about these issues. Choose any two of the IR theories covered in this course (e.g., Realism, Liberalism, Constructivism), and explain their respective expectations about when and how states will be able to cooperate to manage global environmental challenges. What do you think—which theory’s expectations do you think are more plausible, and why?</p>	

Whichever option you choose, be sure to **be absolutely clear** about: a. which one you are doing; b. how you are answering each question; and c. where and how your answers connect up to the general theories discussed in lectures and required readings. Your papers should give an overview of what others have said about the answers to your questions (i.e., a brief literature review), but they should also provide your own answers to the questions (i.e., advance a clear argument). (Note that “your own answer” doesn’t mean that you have to come up with something totally revolutionary or new; “your own answer” can be a well-explained argument about why you agree with some authors you cite and disagree with others.)

While I do want you to answer all of the questions for your option, I don’t want a series of disconnected short-answer responses; I want you to try to put them together so that they form **one coherent essay**. Your essay should be **between 2000 and 2500 words**, which generally

works out to be 9-10 pages, double-spaced, with normal fonts and margins. **Papers that go beyond 2500 words will not be accepted, except with the professor’s specific, explicit, advance permission.**

Additional information about the format and other requirements for the term papers will be made available through the Brightspace site.

Disclaimer

This syllabus is intended as a general guide to the course. The instructor reserves the right to reschedule or revise assigned readings, assignments, lecture topics, etc., as necessary.

Additional information about course policies, university guidelines, and resources for students are provided at the end of the syllabus.

Lectures and readings

SECTION ONE	Introduction: What is World Politics?
Class meetings:	September 5, 7, 12
Topics/themes:	<ul style="list-style-type: none"> • Overview of the course • General advice about term paper and exams • World Politics vs International Relations
Required reading:	<ol style="list-style-type: none"> 1. Patricia Owens, John Baylis, & Steve Smith, "Introduction: From International Politics to World Politics," GOWP7. 2. Anthony McGrew, "Globalization and World Politics," GOWP7.

SECTION TWO	The History of World Politics
Class meetings:	September 14, 19, 21
Topics/themes:	<ul style="list-style-type: none"> • Empire, city-state, nation-state • World war, total war, Cold War, post-Cold War

	<ul style="list-style-type: none"> • Nationalism, race, civilization
Required reading:	<ol style="list-style-type: none"> 1. George Lawson, "The Rise of the Modern International Order," GOWP7. 2. Len Scott, "International History, 1900-99," GOWP7. 3. Michael Cox, "From the End of the Cold War to a New Global Era?" GOWP7. 4. John Breuilly, "Nationalism, National Self-Determination, and International Relations," GOWP7. 5. Robbie Shilliam, "Race in World Politics," GOWP7. 6. Eugene Robinson, "Trump's Dangerous Thirst for a Clash of Civilizations," <i>Washington Post</i>, July 6, 2017.

SECTION THREE	International Relations Theories
Class meetings:	September 26, 28, October 3, 5, 10, 12
Topics/themes:	<ul style="list-style-type: none"> • Realism, Liberalism, Constructivism, Poststructuralism/Post-Colonialism, Feminism • Understanding, applying, and testing IR theories
Required reading:	<ol style="list-style-type: none"> 1. Tim Dunne & Brian C. Schmidt, "Realism," GOWP7. 2. Andrew Hurrell, "Rising Powers and the Emerging Global Order," GOWP7. 3. Graham Allison, "The Thucydides Trap," <i>Foreign Policy</i>, June 9, 2017. 4. Tim Dunne, "Liberalism," GOWP7. 5. Larry Diamond, "Putin and the Threat to Liberal Democracy," <i>The Atlantic</i>, December 9, 2016. 6. Michael Barnett, "Social Constructivism," GOWP7. 7. David Nakamura and Juliet Elperein, "Trump to Focus on 'Peace through Strength' over Obama's 'Smart Power' Approach," <i>Washington Post</i>, December 29, 2016. 8. Lene Hansen, "Poststructuralism," GOWP7.

	<p>9. Christine Sylvester, "Post-Colonialism," GOWP7.</p> <p>10. Helen M. Kinsella, "Feminism," GOWP7.</p> <p>11. Paul Kirby, "Gender," GOWP7.</p>
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October 17	REVIEW
October 19	MIDTERM EXAM

SECTION FOUR	Rethinking World Politics, 1: Security
Class meetings:	October 26, 28, 31
Topics/themes:	<ul style="list-style-type: none"> • War and the state • Wars of conquest, wars of position; competition without war • Big wars and small wars • Security cooperation: alliances, arms control, CSBMs • Whose security? Security against what?
Required reading:	<ol style="list-style-type: none"> 1. Tarak Barkawi, "War and World Politics," GOWP7. 2. John Baylis, "International and Global Security," GOWP7. 3. Alex J. Bellamy & Nicholas J. Wheeler, "Humanitarian Intervention in World Politics," GOWP7. 4. Amitav Acharya, "Human Security," GOWP7. 5. James D. Kiras, "Terrorism and Globalization," GOWP7. 6. Hadley Freeman, "What Do Many Lone Attackers Have in Common? Domestic Violence" <i>The Guardian</i>, March 28, 2017.

SECTION FIVE	Rethinking World Politics, 2: Political Economy
Class meetings:	November 2, 16, 18, 23 (before and after break)

Topics/themes:	<ul style="list-style-type: none"> • Liberal international economics and its critics: Realism & Marxism • Free trade regimes: multilateral, regional, bilateral • Money: investment, finance, exchange rates • Interdependence and power • Development strategies • Environment and globalization
Required reading:	<ol style="list-style-type: none"> 1. Stephen Hobden & Richard Wyn Jones, "Marxist Theories of International Relations," GOWP7. 2. Nicola Phillips, "Global Political Economy," GOWP7. 3. Matthew Watson, "Global Trade and Global Finance," GOWP7. 4. Dani Rodrik, "Too Late to Compensate Free Trade's Losers" <i>Project Syndicate</i>, April 11, 2017. 5. Gina Chon, "Globalization Backlash Misses Real Danger: Robots" <i>Reuters</i>, September 20, 2017. 6. Tony Evans & Caroline Thomas, "Poverty, Hunger, and Development," GOWP7. 7. John Vogler, "Environmental Issues," GOWP7.

SECTION SIX	Rethinking World Politics, 3: Global Governance
Class meetings:	November 25, 28, 30
Topics/themes:	<ul style="list-style-type: none"> • League of Nations vs United Nations • The post-war multilateral order • Sovereignty and its limits • Duties beyond borders
Required reading:	<ol style="list-style-type: none"> 1. Susan Park, "International Organizations in World Politics," GOWP7. 2. Christian Reus-Smit, "International Law," GOWP7.

	<ol style="list-style-type: none"> 3. Richard Shapcott, "International Ethics," GOWP7. 4. Jutta Joachim, "NGOs in World Politics," GOWP7. 5. Anne-Marie Slaughter, "Networks, Not Nation-states, Will Solve Global Crises" <i>Boston Globe</i>, May 25, 2017. 6. George Dvorsky, "When Will We Finally Have a World Government?" <i>iog</i>, December 19, 2012.
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December 5	END-OF-TERM REVIEW
REMINDER	TERM PAPERS DUE IN CLASS (AND ON-LINE) DEC 5, NOON

Additional information on policies and resources

University resources

- Catalogue of student services: https://www.dal.ca/current_students.html
- Library online research guides: <http://dal.ca.libguides.com/>
- Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Deadlines and submission requirements

The University Calendar makes plain that "[s]tudents are expected to complete class work by the prescribed deadlines. Only in special circumstances (e.g. the death of a close relative) may an instructor extend such deadlines." **Late term papers will be assessed a penalty of one mark (out of 35) per day.** If you miss the term paper deadline on account of illness, you must hand it in within one week of your return to class, with a copy of a medical certificate, per academic regulations in the Dalhousie Calendar.

Essays not submitted directly to the professor must be submitted in person to the Political Science office (if the office is open, hand the paper to the secretary, and ask to have it stamped with date and time; if the office is not open, put the paper in the after-hours drop-box). Neither the professor nor the Department can assume responsibility for papers submitted by mail, fax, or email. Do not submit papers to teaching assistants.

Note that the deadline to drop the course *without* a "W" on your transcript is October 2; the deadline to drop the course *with* a "W" is October 31. The professor will make every effort to ensure that the midterm exams are graded, and the grades made available to students, before October 31; however, this may not be possible. For more information on dropping courses, see: https://www.dal.ca/campus_life/academic-support/selecting-your-classes/dropping-classes.html

Accommodation Statement

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 902-494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

At university, we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- Make sure you understand Dalhousie's policies on academic integrity (<http://academicintegrity.dal.ca/Policies/>)
- Do not cheat in examinations or write an exam or test for someone else
- Do not falsify data or lab results
- Be sure not to plagiarize, intentionally or unintentionally, for example...
 - Clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
 - Do not use the work of another from the Internet or any other source and submit it as your own
 - When you use the ideas of other people (paraphrasing), make sure to acknowledge the source

- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

If you are ever unsure about any aspect of your academic work, contact the professor or TA. For more information and advice, consult:

- Academic Integrity website (<http://academicintegrity.dal.ca/>): links to policies, definitions, online tutorials, tips on citing and paraphrasing
- Writing Centre (http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html): assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations
- Dalhousie Libraries Workshops (<http://libraries.dal.ca/>): online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service (<http://studentservices.dal.ca/services/advocacy.html>): assists students with academic appeals and student discipline procedures.
- Senate Office (<http://senate.dal.ca/>): list of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

Instructors are required to report every suspected offence. The process is outlined in the Faculty Discipline Flow Chart (http://senate.dal.ca/Files/AIO_AcademicDisciplineProcess_Flowchart_updated_July_2011.pdf) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive a PENDING grade until the matter is resolved
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence. Updated August 2011.

When in doubt...

If you have questions about anything in the syllabus, or anything that's not in the syllabus, email the professor at brian.bow@dal.ca