

POLITICAL SCIENCE

Political Science 1065 – Political Worlds: The Global Domain

David Black

Office: Henry Hicks 301b

email: blackd@dal.ca

Office Hours: By appointment. Please email me at blackd@dal.ca

Objectives

This course introduces you to international and transnational politics – politics beyond, between, and across national boundaries. We ask: to what extent, and in what ways, has international politics made life better and/or worse for most of the world's peoples? You should leave the course with a basic understanding of:

- how the current international system came into being, and how it has evolved over time
- who the key *actors* are in international politics (states, international organizations, 'civil society', and multinational corporations)
- what the key *arenas* of international politics are (multilateral organizations, the international 'political economy', conflict and war)
- how some of the most prominent *theories* of international relations have explained the logic of international politics (why international political actors behave the way they do, and how change occurs – or fails to occur - in world politics)
- some of the most pressing *issues and challenges* confronting contemporary international political actors, including: poverty and inequality, terrorism, the environment and food security, and the impact of new forms of communication and technology in international relations.
- How to formulate, support, and critique arguments concerning international political issues.

It is, of course, impossible to develop a command of these complex topics in an introductory course. The goal is to give you the foundation you need to make (some) sense of key issues in the world today, to enable you to think, discuss and write about them intelligently, and to provide a basis for participation in future courses in Political Science and related fields.

Organization

This course is primarily asynchronous, relying on videos of lectures, and supplemented by weekly synchronous tutorial discussions (explained below; an alternative assignment is available for students who are unable to attend tutorials). All course materials except the textbook are available on Brightspace, and the textbook is available as a free internet-based source or as a free downloadable PDF version (see “Texts” below). Please check Brightspace regularly for announcements.

Every week I will post videos on Brightspace. Each week’s module will be open for viewing on Monday at 9am (see list of topics below), in order to provide students the opportunity to watch and take notes in preparation for the Wednesday tutorial discussion. Every week you will also be expected to read the assigned readings and, some weeks, watch a Documentary or brief video. *It is really important that you keep up with lectures and other assigned class materials (including readings), since they are directly connected to the assignments that you will be required to submit every few weeks, as described below.*

Evaluation

Assessment will be based on a series of short writing assignments, *directly related to* the topics covered in class lectures, readings, and discussions. Further details on each assignment will be circulated closer to the due date:

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|---|-----|
| 1. Initial Assignment: how has world politics affected <i>me</i> ? (due 18 January; approximately 500 words <i>or</i> as video presentation of equivalent length) | 9% |
| 2. Movie Review (due 8 February; 750-1000 words) | 20% |
| 3. Short Essay #1(due 8 March; 1000-1250 words) | 25% |
| 4a. Participation in synchronous Tutorial sessions (8x2 points) | 16% |
| Or | |
| 4b. Short Essay #2 (due 29 March; 750-1000 words) | 16% |
| 5. Take-home Summative Essay (due 12 April; approximately 1500 words) | 30% |

You **must** complete all elements of the course to pass, with a **choice between** assignment 4a or 4b.

The course's grading scheme follows the Dalhousie undergraduate academic calendar: https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html

References: All written assignments *must* include complete and properly formatted citations for any source you draw on *either through direct quotations or key ideas*. Although you can use any recognized formatting style, I would suggest APA format for citations. Guides for citation formats are available on the Dal Library website at <http://libraries.dal.ca/help/style-guides.html>.

Missed or Late Assignments: Extensions on written assignments will only be granted under extraordinary circumstances, **not including** having too much other work to do! Late assignments will be penalized 2% per day.

Initial Assignment: For this initial brief assignment, please begin with your **name, student number, where you are currently located (Halifax? Winnipeg? Islamabad? Accra? Mexico City?), and your anticipated major field(s) - bearing in mind that you may still be undecided on this**. Then, provide reflections of around 500 words (or a video recording of equivalent length) on *two or three ways* that world politics has shaped *your life*. Depending on your, and your family's, history, these might include, for example: how your family came to be in its current home city and country (a migration or displacement story); your family's occupations (e.g., in an export- or resource-dependent industry, in the military, for a development or human rights organization, etc); life-shaping experiences with international travel (whether recognized as such at the time, or upon further reflection); the influence of friends, co-workers, artists, athletes, etc who have raised your awareness about world politics; or an issue or cause (human rights? food security? global warming? corporate social responsibility?) that you have become committed to. How have these (or other) influences shaped who you are today?

Synchronous tutorial sessions or Short Essay #2: For this portion of the course grade, you will have a choice of *either* participating in at least 8 of 10 weekly tutorial sessions (each lasting up to 1 hour), *or* writing a second short essay on a set topic (due 29 March).

Starting with Module 2 (the week of January 18th), we will have weekly synchronous tutorial discussions *each Wednesday for one hour, from 1:05-2:05*. I will post discussion questions for each Module in Brightspace. To get full marks for this portion of the course, you must attend 8 of 10 tutorial sessions (worth a total of 16% of your final grade, or 2 points per tutorial). You are, of course, *welcome* to attend as many sessions as you are able to. Please sign in on Collaborate Ultra at least 3 minutes before the start of the tutorial, using your full name. Tutorial discussions will be recorded and the recordings posted on Brightspace, so that you can review the content of the discussion whether or not you were able to attend 'in person'.

Alternatively, if you have difficulty making the tutorial times (if you are living in far-off time

zone for example), and/or if you prefer independent study, you have the option of writing a second short essay on a set topic (to be circulated later in the course) as an alternative to participating in the tutorials. You can, of course, do *both* (some or all of) the tutorials *and* write the short essay – but you will receive points for only one of the two (whichever is higher).

Absences

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting me by phone or email prior to the academic requirement deadline or scheduled time and by submitting a completed Student Declaration of Absence to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term (Note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum). If you are unable to complete a course requirement on time, we will agree on an alternative time/deadline for completion of the requirement.

(read more: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/academic-policies/student-absence.html)

Please also note: January 29th is the last day to withdraw from a Winter term course without a “W”, and March 8th is the last day to withdraw from a Fall term course with a “W”.

Texts, Readings, and Research Sources

There is one required textbook for this course. It is *International Relations*, edited by Stephen McGlinchey. It is available as a *free* PDF download (<http://www.e-ir.info/2016/12/07/e-ir-foundations-textbook-international-relations/>) , through chapter links, or in paperback or kindle form (e.g. https://www.amazon.ca/International-Relations-Foundations-Stephen-McGlinchey-ebook/dp/B01N5F3L66/ref=sr_1_1?dchild=1&keywords=McGlinchey%2C+Stephen&qid=1608213462&sr=8-1).

One of the key strengths of this text is that, while each chapter is relatively succinct and streamlined, the online version of each chapter ends with links to further reading on specific aspects of the subject matter of the chapter. If you are curious (or unclear) about key parts of the chapter, check out these links!

There will be some additional required readings and/or videos, which will be made available through e-links on the class Brightspace site.

To succeed in this course, it is critically important that you do all required readings and keep up with recorded lectures!

Connecting

Online courses have the advantage of flexibility, but make it more challenging to get to know each other and to share ideas. If you have questions, concerns, ideas, etc. – related to class topics or any other aspect of Political Science – ***please reach out!*** I am happy to be in touch by email or on the class discussion board, as are the Teaching Assistants for this course. But I am *even happier* to speak with you directly, through (virtual) face-to-face meetings on Teams or other platforms. *Don't be shy!*

It is also helpful if you can share questions, ideas, and dilemmas with *each other*. These may be questions related to course lectures, readings, or videos; discussion of the approach you are thinking of taking to written assignments; or peer support through reading each other's drafts. In order to facilitate exchanges with each other, I will ***initiate a discussion thread for students to voluntarily list their Twitter/Instagram/FB usernames***. I will also launch a ***"find study buddies" sign-up sheet***, giving you the option of voluntarily consenting to share your email with randomly assigned study partners.

A Note on Email and Announcements

It is your responsibility to make sure you receive emails sent to your Dalhousie email account, and to make sure you see announcements sent via the Brightspace system. *Please check these on a regular basis*. I will post an announcement/email with tasks and objectives for the week before the weekly Module opens at *9am on Monday morning*.

Topics and Assignments

Orientation (Jan 6): Welcome and Introduction to the course

- Introductory video
- Carefully review the course syllabus
- Locate and familiarize yourself with the course text (Stephen McGlinchey (ed.), *International Relations* – hereafter McGlinchey. See note on Texts, Readings, and Research Sources above).

Module 1 (Jan 11): Introduction to International Relations - *Is the world going to hell in a handbasket?*

- Lecture 1.1: Trends in international security and global governance
- Lecture 1.2: Trends in global wealth and poverty, and in our ability to *act*

Readings:

- McGlinchey, Introduction
- Burkeman, O. "Is the world really better than ever?" *The Guardian*, 28 July 2017.
<https://www.theguardian.com/news/2017/jul/28/is-the-world-really-better-than-ever-the-new-optimists>
- Kemp, L. "Are we on the road to civilisation collapse?" *BBC Future*, 19 February 2019.
<https://www.bbc.com/future/article/20190218-are-we-on-the-road-to-civilisation-collapse>

Reflective Assignment: how has world politics affected me? (18 January, noon)

Module 2 (Jan 18): The Making of the Modern World: 'international society', war, and diplomacy

- Lecture 2.1
- Lecture 2.2

Readings:

- McGlinchey, chs. 1 and 2

Watch:

- *Paris 1919* (<https://www.youtube.com/watch?v=BjimpMY22lqg>)

Module 3 (Jan 25): How to think about International Politics: theories and 'levels of analysis'

- Lecture 3.1
- Lecture 3.2

Readings:

- McGlinchey, chs. 3 and 4

Module 4 (Feb 1): 'Ordering' the world? International law and international organizations

- Lecture 4.1
- Lecture 4.2

Readings:

- McGlinchey, chs. 5 and 6

- S. Jackson and A. O'Malley, "Why is the United Nations Still so Misunderstood?" *The Conversation*, 6 October 2016. <https://theconversation.com/why-is-the-united-nations-still-so-misunderstood-59284>

Movie Review of Paris 1919 (due 8 February, noon)

Module 5 (Feb 8): 'Beneath' international society: religion, culture, and civil society

- Lecture 5.1
- Lecture 5.2

Readings:

- McGlinchey, chs. 7 and 9

READING WEEK (Feb 15)

Module 6 (Feb 22): The international politics of wealth creation and distribution

- Lecture 6

Readings:

- McGlinchey, ch. 8
- A. Faiola, "The Virus that Shut Down the World," *Washington Post*, 26 June 2020. <https://www.washingtonpost.com/graphics/2020/world/coronavirus-pandemic-globalization/>

Module 7 (Mar 1): A better life for all? Addressing poverty, protecting people

- Lecture 7.1
- Lecture 7.2

Readings:

- McGlinchey, chs. 10 and 11

Watch:

- *Responsibility to Protect?* Thomson Reuters Foundation, 24 October 2016. <https://www.youtube.com/watch?v=YqsUDPsQSKE>

Short Essay #1 (due 8 March, noon)

Module 8 (Mar 8): democratizing international relations? Technology and ‘peoples power’

- Lecture 8.1
- Lecture 8.2

Readings:

- McGlinchey, chs. 12 and 13

Module 9 (Mar 15): Changes and challenges in contemporary global security: the shifting strategic balance and transnational terrorism

- Lecture 9.1
- Lecture 9.2

Readings:

- McGlinchey, chs. 14 and 17

Module 10 (Mar 22): The international politics of the environment

- Lecture 10.1

Readings:

- McGlinchey, ch. 15
- J. Nguyen, “Intergenerational Justice and the Paris Agreement.” *E-International Relations*, 11 May 2020. <https://www.e-ir.info/2020/05/11/intergenerational-justice-and-the-paris-agreement/>

Watch:

- *An Inconvenient Sequel: Truth to Power (2017)*. https://media3-criterionpic-com.ezproxy.library.dal.ca/htbin/wwform/006?T=P26227&ALIAS=P26227_EN.KF&M=0_ukizn8a3&DSTYLE=0#multimedia_resources_P26227

Short essay #2 (optional - for those who choose short essay vs. tutorial participation. Due 29 March, noon)

Module 11 (Mar 29): What lies ahead, and Canada's place within it

- Lecture 11.1
- Lecture 11.2

Readings:

- McGlinchey, ch. 18
- B. Roswell, "Populist unilateralism and the threat to Canadian power," *Canadian Foreign Policy Journal*, Vol. 26, No. 2, 2020, 197-206. <https://www.tandfonline-com.ezproxy.library.dal.ca/doi/full/10.1080/11926422.2020.1730210>
- J. Ayres and L. Macdonald, "What if we don't want the old America back?" *Open Canada*, 16 December 2020. <https://opencanada.org/what-if-we-dont-want-the-old-america-back/>

Module 12 (April 5): Course Review and Work on Summative Take-home Essay

- Course review video
- Question and Answer on final Summative Essay

Summative Essay

(Take Home – due 12 April, 6pm)

SECTION B: UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate, as outlined below:

University Statements

Academic Integrity http://www.dal.ca/dept/university_secretariat/academic-integrity.html

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.

Accessibility https://www.dal.ca/campus_life/academic-support/accessibility.html

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Student Code of Conduct

https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

(read more: <http://www.dal.ca/cultureofrespect.html>)

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Contact the program at elders@dal.ca.

University Policies and Programs

Important Dates in the Academic Year (including add/drop dates)

http://www.dal.ca/academics/important_dates.html

University Grading Practices: Statement of Principles and Procedures

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Scent-Free Program

<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

General Academic Support – Advising

https://www.dal.ca/campus_life/academic-support/advising.html

(Halifax)

<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>

(Truro)

Fair Dealing Guidelines

<https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>

Dalhousie University Library <http://libraries.dal.ca>

Indigenous Students

https://www.dal.ca/campus_life/communities/indigenous.html

Black Students

https://www.dal.ca/campus_life/communities/black-student-advising.html

International Students

https://www.dal.ca/campus_life/international-centre.html

Student Health Services

https://www.dal.ca/campus_life/health-and-wellness.html

Counselling

https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august-2017.html

Copyright Office

<https://libraries.dal.ca/services/copyright-office.html>

E-Learning website

<http://www.dal.ca/dept/elearning.html>

Dalhousie Student Advocacy Services

<http://dsu.ca/dsas>

Dalhousie Ombudsperson [https://www.dal.ca/campus life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)

Writing Centre [https://www.dal.ca/campus life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)

Faculty or Departmental Advising Support: Studying for Success

Program: [http://www.dal.ca/campus life/academic-support/study-skills-and-tutoring.html](http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)