

POLITICAL WORLDS: GLOBAL DIMENSIONS

WINTER 2022

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POLI 1065 is a course about international politics. That is, it is about power and rules, in the global context. We will reflect on what it means to imagine the “international system” as a specific space of politics, and try to connect that to the everyday experiences of ordinary people. That’s obviously an enormous (and enormously complicated) thing to try to introduce you to in one course. There’s just no way we can explore all of it. This year, we’re going to try a new way of cutting into this enormous bundle of enormously-complicated issues: picking out a small set of core questions from this space, and trying to understand how a few particular scholars or policy-makers have thought about these questions. Along the way, I hope you will get to know the academic debates and the people engaged in them, and think about how you might engage with them yourself.

Here’s a preview of some of the core questions we’re going to look into: Is war between the US and China inevitable? Can democracy survive in a globalized economy dominated by multinational corporations? Why has the International Criminal Court only prosecuted African heads of state, when war crimes have clearly been committed by leaders from other parts of the world? How can we get past west-centric views of international politics, and build a genuinely *global* view of the world? Is a world government the only way to manage global problems like climate change? Of course we won’t be able to decisively answer any of these questions in this class. The point here is to get started on figuring out what you think about these things, why you think what you think, and how your ideas could be strengthened through engagement with theory and research.

The syllabus (this document)

The syllabus for this course is probably longer and more detailed than most of the course syllabi you’ve encountered so far. I think the main reason why some students struggle in their first and second years in university is because professors tend to assume students already know how university works before they begin. Nobody really stops to tell them what they’re supposed to be doing, and how, and why. So I’m going to do quite a bit of explaining here in the syllabus. Some things are going to seem over-explained to you here, and that might be a bit tedious. But I’m pretty confident that there are things in here that will be new and useful for each of you.

I need you all to read all of the way through the syllabus, carefully, at least once, before the course gets going. I’m putting the responsibility on you to read through this and figure out how to do the course, mostly so that we don’t have to waste our limited class time on administrative stuff. That doesn’t mean that I’m not going to answer questions about the course; it just means that I want you to try to get it from the syllabus before you ask me. **To incentivize you to read the syllabus carefully, I’ve set up an online quiz for the first week of class, which asks basic multiple-choice questions about the syllabus and the Brightspace site [more on this first quiz, below].**

Basic structure of the course

The semester is bookended with an introductory session for Wed Jan 5 and an end-of-term review session (to help you prepare for the final exam) on Mon Apr 4. In between there are 12 weeks, and the main part of the course is broken up into 12 pieces: one cluster of themes for each week.

Week (lectures)	Themes	Required
1 (Jan 5)	Intro	NONE
2 (Jan 10, 12)	The Science of International Relations	Hans Morgenthau; Hilde Ravlo et al
3 (Jan 17, 19)	The Problem of War	Thucydides; Graham Allison
4 (Jan 24, 26)	State, Sovereignty, Authority	Hendrik Spruyt; Mohammed Ayoob; Michael Mazarr
5 (Jan 31, Feb 2)	Sex & death	Carol Cohn; (interview of) Margot Wallstrom
6 (Feb 7, 9)	Order & progress 1: Institutions	Woodrow Wilson; Peter Singer; Jessica Moody
7 (Feb 14, 16)	Order & progress 2: ideas & Identity	Francis Fukuyama; Alexander Cooley & Daniel Nexon; Adom Getachew
SPRING BREAK	NONE	NONE
8 (Feb 28, Mar 2)	Post-colonial theory & Global IR	Amitav Acharya; Yan Xuetong
9 (Mar 7, 9)	State, market, globalization	Susan Strange; Jeffrey Frieden
10 (Mar 14, 16)	Beyond the state?	Anne-Marie Slaughter; Margaret Keck & Kathryn Sikkink
11 (Mar 21, 23)	End of the world? Part 1	TBD
12 (Mar 28, 30)	End of the world? Part 2	TBD
13 (Apr 4)	Review	NONE

Online or in-person?

As part of its precautions against the spread of COVID-19, the university has taken the decision to move all courses online until at least the end of January. At some point in January, they will make a follow-up decision about whether to allow a return to in-person instruction. There's quite a lot of uncertainty this year for course instructors, just as there is for students, and different instructors are handling this uncertainty in different ways. **For a variety of reasons, I'm choosing to keep both of my courses this semester online-only until after the break week (i.e., Feb 21-25).** If the provincial health authority and the university allow it, I will be returning to in-person lectures after the break (i.e., starting on Mon Feb 28).

To keep things flexible, I've designed the course to be **fully online up to the break**, and **"mostly-online" after the break** (assuming that we can return to in-person instruction then). By "mostly-online," I mean that even when lectures are in-person, the rest of the course (e.g., quizzes, discussion boards, office hours meetings) will still be online.

My plan for the first 7 weeks of the course is to record the lectures in advance, and post them before the week in which they are scheduled. (So, for example, for the week scheduled to begin Mon Jan 17, I'll try to have the lectures posted by the end of Fri Jan 14, and I'll expect you to have watched them and done the readings before 4pm on Wed Jan 19.) It will, in other words, be an **asynchronous** online course. However: 1. I may experiment with delivering a small number of lectures "live" (though these will also be recorded and saved to the course website); and 2. Though the asynchronous

format allows for a certain amount of flexibility for students in scheduling the specific date and time when they will work on any particular part of the course, there are limits on that flexibility; the course is organized into weekly sections, and each week will end with an assignment that tests whether you are keeping up with the reading (i.e., discussion boards, quizzes). The main mechanisms for evaluating your work will be the discussion boards, quizzes, and a **term paper** due April 11. Each of these components of the course will be outlined in some detail in the “What you need to do” section, below.

The university has a policy on the **recording, copying, and/or sharing of lectures or other course materials**: you can only record or copy the video or audio lectures with my explicit permission, and—just to be clear—*I do not intend to give that permission except where necessary for students with disabilities to have full access to the course*. There are two main reasons for this: i. the course design, recorded lectures, learning exercises, and other aspects of the course are my intellectual property, and I want to exercise some control over who has access to them; and 2. some of your classmates may have very good reasons for not wanting to have their names, faces, or ideas shared online without their permission. More details on the university policy are available through a link in the “Resources & policies” section, below.

All of this is a little more **complicated** than the traditional version of the course. I’ll post regular updates and reminders on the course website, and I encourage you to email me any time you have a question, about any aspect of the course.

Technical stuff

Dalhousie has adopted [Brightspace](#) (BS) as a learning management system (LMS); BS uses **Collaborate Ultra** for synchronous video meetings and **Panopto** for pre-recorded video and audio recordings. If we find we are having technical problems with these apps, or if I decide that there’s something important that they can’t do (in a user-friendly way), we may bring in some other software as necessary. (But in general my preference is to try to minimize the number of new software platforms you have to figure out...)

If you have a technical problem with BS, with any of the associated software, or with your computer, please begin by emailing the university IT department’s **Help Desk**, at helpdesk@dal.ca; see also <https://www.dal.ca/dept/its/help.html>. If the Help Desk is overwhelmed and slow to reply, or if you’re not finding their help very helpful, please send me an email to let me know, and I’ll try to help.

- Information Technology Services (ITS): <https://www.dal.ca/dept/its/current.html>
- Panopto support site: <https://support.panopto.com/s/>
- BS self-serve help site for Collaborate Ultra: <https://help.blackboard.com/Collaborate/Ultra>
- Accessibility in Collaborate Ultra: <https://help.blackboard.com/Collaborate/Ultra/Participant/Accessibility>
- Zoom technical support: <https://support.zoom.us/hc/en-us>
- Centre for Learning and Teaching (CLT): <https://www.dal.ca/dept/clt.html>
- Bissett Student Success Centre: https://www.dal.ca/campus_life/academic-support/student-success-centre.html

Information about **other relevant offices** (e.g., Accessibility, Writing Centre, etc.) is provided in the “Resources & policies” section of the syllabus, below.

Please keep in mind that **I will be managing the BS site** for the course, uploading all of the readings, video lectures, Powerpoint slides, etc. If you are having no trouble accessing BS, but a particular file seems to be missing or has a format problem, then the most likely explanation is that I’ve made a mistake in uploading it. Please email me right away, and I’ll try to fix it ASAP.

I’ll be working on a PC laptop most of the time, and *where files are to be uploaded for your use*, most of those will be **Adobe pdf** files and/or Microsoft **Word** (for documents), and Microsoft **Powerpoint** files (for lecture slides). If you have trouble accessing or working with files in these formats, please let me know, and I’ll do what I can to help. *When you*

submit assignments and other documents to me, I would strongly prefer that they be in the latest version of **Microsoft Word**; where that's not an option for you, please convert your file to an Adobe pdf, and submit that.

Communicating with me

Because students often ask about this (or don't ask, but then wonder and worry afterward), **my general preference is that you address me as "Professor Bow."** (FYI, "Bow" rhymes with crow, not cow.) Other things are also OK, as long as it's respectful.

I won't be doing scheduled office hours meetings this semester. **All meetings will be by-appointment.** That does not mean that I'm reluctant to meet with you. Quite the contrary. Please don't be shy about arranging a meeting: talking with students this way is an important part of my job, and I'm happy to talk with you; more importantly, a quick email exchange or a short meeting in Collaborate can save you many hours of confusion or trouble later. There are lots of different kinds of reasons why you might want to schedule a meeting—e.g., questions about some aspect of how the course works; looking for advice about how to approach your term paper; questions or concerns about grading; etc. My schedule this semester will be quite flexible, and I'm quite happy to meet with you at whatever time works for both of us.

Whenever you have an issue with the course, **start by checking the syllabus and course website** to see if you can resolve it on your own. If that doesn't work, **send me a brief email** (brian.bow@dal.ca), let me know what you'd like to talk about, and suggest some days/times that might be good for you for an online meeting. Also please be as clear as you can—preferably in the subject line of your email—which course you're in (i.e., POLI 1065). If your question or issue is easily resolved, I'll just write back as soon as I can, and that'll be that. If it's something more complicated, I'll write back to schedule a meeting. The default option will be a meeting in **Collaborate**, but I'm open to using another software (e.g., Skype, Teams, Zoom) as necessary. I don't do Facebook, so I don't have Facetime. Please don't ask for my phone number; I won't be giving that out.

When you send me an email, I don't expect it to look like a formal letter; in fact, given the huge number of emails I have to get through every day, I'd prefer it if your message was as short and direct as you can make it. However, I do need you to *be clear in your emails*; if I can't understand what you're asking/telling me, I can't help. Also, because I do have to get through so many emails, and often need to search for or refer back to emails long after you've sent them, I very strongly prefer that you use the subject line of the email to tell me what the email is about (e.g., "POLI 1065 term paper question" or "POLI 1065 missed quiz due to illness"). You'd be amazed by the number of emails I get from students, about really important stuff, that have unhelpful subject lines like "hi" or "question," and you'd be horrified by how hard it is to find those messages again later when your inbox has hundreds of thousands of emails in it, going back 15 years.

What you need to do

The basic structure of each week is similar, but with some differences depending on whether it's a quiz week or a discussion board week: 1. In the weekend before the scheduled week, read the required readings and take notes; 2. In the weekend before and/or the early part of the week (Mon-Wed), watch the recorded lectures or attend the in-person lecture, and take notes; 3. In the later part of the week, do the small end-of-the-week assignment scheduled for that week (i.e., online quiz or online discussion board); and 4. Whenever you have time, try to make steady progress on the term paper, due April 11.



Lectures will be online up until spring break; after spring break, if it's possible to meet in-person, then we will be meeting in McCain 2102. If the university requires it, or if I think there is still a significant health risk (based on provincial guidelines), then we will carry on with online lectures even after the break.

Online lectures will be recorded as far in advance as possible, and posted to the BS site, in the folder for the relevant week. Some weeks the recorded lectures may be made available long before the scheduled date; but in other weeks, they may

be posted just hours before the scheduled time. I *may* also experiment with doing some lectures “live” (i.e., synchronous) in the scheduled dates/times; “live” video lectures will be recorded and made available on the BS site after the scheduled date. At this point, I don’t plan to record the in-person lectures.

Lectures are a key part of the course material, in addition to the required readings. Students are expected to watch all of the lectures. Watching lectures is not a substitute for doing the reading, and vice versa.

Most online lectures will have three components, all visible at the same time (if you view the video in Panopto, which is recommended): a video recording of me presenting the lecture; text captions for the lecture; and Powerpoint slides. The **captions** are generated automatically by Panopto, and usually have a lot of errors in them (sometimes pretty ridiculous ones). When I have time, I will edit the automatically-generated captions to make sure they are accurate and easy to follow; if time is tight during a busy part of the semester, this (very time-consuming) editing of captions may not happen until after the posted date for the relevant lecture. The **Powerpoint slides** will not provide a lot of information, on their own; they will mostly consist of lists, tables, figures, and photos designed to organize and clarify some of the main ideas in the lecture. The captions and the Powerpoint slides may be useful to you in preparing for quizzes, but they will not be a good substitute for actually watching and listening to the lectures: I strongly recommend that you **take notes** on key ideas while you are watching lectures (and while you’re doing required readings), because taking notes helps a lot with short- and long-term retention of the course material.



On average, you should expect *about* 40-50 pages of **required reading** per week, but the number of pages varies a bit from one week to the next, as some readings are “denser” and more difficult than others. The lectures for each week will provide some background and context for the required readings, and will point to specific things you are supposed to be looking for. But there are some things you should *always* be looking for and thinking about, for every reading, even if these things are not raised explicitly in the lecture: Who wrote this, what do we know about that person (or those people), and how might that affect our view of what they were trying to accomplish? When was this written, and what do we know about what was going on in the world at that time? Who’s the target audience? What’s the main argument here? Who are the authors arguing with? What kind of argument is this (e.g., proposal of new theory or approach, clarification of existing theory or concept, critique of existing theory or approach, empirical test of an existing theory, etc.)? How does the author’s main argument relate to other theories and debates we’ve discussed in the course?

You probably won’t need to take a ton of detailed notes while you’re doing the required reading. I don’t expect you to memorize a lot of trivial details from the readings. But you should **take a few notes on the key ideas**. This is useful both as a way to make yourself focus on the key ideas and as a way to help you remember them afterward. For each reading, you should definitely write at least a few sentences about the author and the main argument (per the list of questions above). Make sure those notes are in a form you’ll be able to go back and read again later, to prepare for quizzes, discussion boards, and the final exam.

Recommended readings and other recommended items are—as the name suggests—optional. They have been provided to give you extra context and/or provide suggestions for other things you may find interesting (during or after the Winter 2022 semester). They may be referred to in the lectures or in discussion boards, but you will not be evaluated on whether or not you’ve read/watched them. Note that these items are listed—and in most cases either provided or linked to—in the BS site, but they are not listed here in the syllabus.

Previous versions of this course have included an in-class participation grade. Given the transmissibility of the Omicron variant, I’m expecting that many students will get sick this semester, even though they will have been vaccinated and taken all reasonable precautions. That, plus the difficulties involved in sustaining seminar-style discussion in online classes, mean that we can’t do a proper participation grade this year. Instead, we will be using a **mix of online quizzes and online discussion boards to keep you engaged with the course materials and give you opportunities to show off what you’ve learned**. Having done this in previous courses, I can tell you that some people—seeing no attendance/participation

grade—will therefore choose to skip the lectures, figuring they can do well in the course without them, and I can tell you that those people will be wrong, and they will get bad grades. The way this course has been designed, you need to do well on the quizzes and in the discussion boards to get a decent grade, and you need to do the required readings and listen carefully to the lectures to do well on the quizzes and in the discussion boards. Note that I'm saying you need to do the readings **and** the lectures; doing the readings isn't a substitute for doing the lectures, and doing the lectures isn't a substitute for doing the readings. Quizzes will include questions that you can only answer if you've done the readings and questions that you can only answer if you've listened to the lectures.

However, given that I am expecting some students to have to miss some coursework due to illness or other issues related to the pandemic, there will be some built-in flexibility with the quizzes and discussion boards. **There are six quizzes and six discussion boards altogether. Every student will have the option to skip one of each, without penalty, and without advance notification.** If you get sick, you can just skip the end-of-the-week assignment for that week. If you do well on the first 5 of each kind of end-of-the-week assignment, you can just drop the last one of each. If you don't do well on a quiz or a discussion board, you can do all 6, and your grade will be based on the best 5 for each type.



Quizzes will be held every other week, in the odd-numbered weeks, all through the semester (i.e., Weeks 1, 3, 5, 7, 9, 11). Each quiz will cover all of the material since the previous quiz—i.e., the quiz at the end of Week 7 will cover material from Week 6 and Week 7. The quizzes will be administered through the BS site, in the folder for the Week in which they are held (e.g., the quiz at the end of Week 7 will be in the Week 7 folder).

Most of the quizzes will be **multiple-choice questions** (i.e., check the box for the best answer to the question), which can be graded by the BS system (and double-checked by me). Some of them will have **short-answer questions** (i.e., write a few sentences of text in a box), which will be graded "by hand" (by me). The quizzes will be "**open book**" (i.e., you are allowed to refer to the readings and lecture notes while doing the quizzes). My aim in preparing the questions will be to make them the kind of thing that's easy to answer if you've taken notes during lecture and done all of the required readings, but hard to answer if you're desperately rushing to look things up (for the first time) while you're writing the quiz. Quizzes will be **time-limited**, but the time constraints will not be very tight. You will only get one attempt at each quiz. Once your quiz is submitted, you will not be able to go back in and edit your responses.

The quizzes will be asynchronous, but **available within a 48-hour window**, beginning at 4:00pm on Wednesday and ending at 4:00pm on Friday. Students who are in a different time-zone, who feel that this might impact their ability to write the quizzes at some point during the 48-hour timeframe should get in touch me, as far in advance as possible, to work out special arrangements. More specific details about how to access, complete, and submit the quizzes will be made available on the BS site. (Note that the window for writing the first quiz is much longer than for the rest of the quizzes; this is to provide some flexibility for students who join the course a little later than most.)

The quizzes are meant to evaluate each student's own comprehension of the course material. You can talk with other students in the class about how to prepare for quizzes in general (i.e., study techniques, time management) or about class material in general terms, but **you are expected to work on the quizzes on your own, with no help from classmates or others.** If your quiz answers are very similar to those of other students, it may raise questions about possible cheating, so make sure you work out your answers on your own, and write them in your own words. For more info about university policies regarding academic integrity, see https://www.dal.ca/dept/university_secretariat/academic-integrity.html.

As explained above, your grade for quizzes will be best on your best 5 over the course of the semester. You have the option to drop one quiz, at any point in the semester, without penalty, and without advance notification.



Discussion boards will be held every other week, in the even-numbered weeks, all through the semester (i.e., Weeks 2, 4, 6, 8, 10, 12). There will be a new discussion board for each week. Each weekly discussion board will have 5-10 threads posted by me, in advance: these will be questions about the course material (i.e., lectures and/or required readings). Some of the questions will be quite broad (e.g., Do you agree with Smith's

main argument? Why or why not?) and others will be narrow and specific (i.e., Why, according to Smith, was there so much conflict in Africa during the 1990s?).

Each student will be expected to make **at least 3 posts per week**, though of course all are welcome to post more than 3 times. The discussion board will be set up so that you will post a direct reply to one of my thread-starting questions, and then you will have access to other students' posts. After you've made your initial post, your second and third posts can be additional direct replies to my questions or replies to other students' posts. To be counted toward the 3 minimum posts for the week, your post must be at least 30 words. (You can of course throw in some shorter posts as well—e.g., in reply to another student's question or comment—but those will be treated as ordinary conversation, rather than posts that would be graded.) Further information about the discussion boards, and my expectations for your participation, will be posted on the BS site, in the folder marked "General/recurring."

The teaching assistants and/or I will read all of the discussion boards—often "in real time"—but we won't have time to reply to every single post. We may reply to student posts with new questions, which will open the door to further discussion within that thread. But in general it will be up to students to initiate and sustain some discussion.

Rather than having one giant discussion board for the whole class, which could be kind of intimidating and hard to follow, **the class is going to be divided into 5 roughly equal-sized groups, and each group will have its own discussion board.** You'll be assigned to a group randomly, based on alphabetical order, and you'll stay with the same group all semester. A list of which students have been assigned to which group will be posted on the BS site, in the folder marked "General/recurring."

As explained above, your grade for discussion boards will be based on your best 5 over the course of the semester. You have the option to drop one discussion board, at any point in the semester, without penalty, and without advance notification.



Term papers will be due at 4:00pm on **Monday, April 11**. This year, students will be asked to undertake their own research, to build on one of the broad debates discussed in the course. Below is a **list of some key debates** from the course that you can use as your starting place. However, you do have the option to pick another debate from the lectures and/or readings, and build your term paper on that; however, if you pick a debate that's not on my list, you are strongly encouraged to email me at least 5 days before the deadline to check with me that it should work.

1. In what sense is Political Science's theory and research on International Relations (IR) really "science"?
2. What is Realism as a theoretical approach to IR?
3. Why is war a recurring problem in IR?
4. Is war between the US and China inevitable, or are there things that could be done to prevent it?
5. What is the "Westphalia model," and how might it be misleading as a way of representing IR?
6. How are states shaped by the international environment, and how do states (re)create that environment?
7. What difference might it make that early theory and research in IR was guided by men, with women either excluded or marginalized? How has women's inclusion challenged/changed the field?
8. Do international institutions make a real difference in the world? How so or why not?
9. Is the prevailing system of international institutions a distinctly "liberal" one, and what difference does this make?
10. Why and how is contemporary IR "west-centric," and how might we go about making it a genuinely "global" field of study?
11. What is economic globalization, and how does it affect the theory and practice of IR?
12. In what ways might we say that the world is moving "beyond" the Westphalia model, and what new problems are associated with new forms of global governance?

Once you've chosen a debate that you're interested in, your next task is to **do a little bit of self-guided research to find a new reading which engages with the debate you're interested in**. In most cases, your best bet for this new reading is to look for something you either strongly agree with or strongly disagree with. Don't just settle on the first thing you find; keep digging until you find something you think is actually interesting, because the resulting paper will be much easier for you to write and more interesting for me to read. I'd like you to try to find something fairly recent (i.e., published after 2015, for sure, and even more recent, if possible). In most cases, the best thing will be to find something published by an academic (it doesn't have to be a POLI professor), in an academic journal, but you do have the option to choose something else, if it's relevant and interesting (e.g., a report published by a government agency, international organization, think-tank, or NGO). For most of you, it'll be a 10-30 page essay, published as an article or a book chapter. But you can work with a longer report or a whole book, if you find it manageable.

In your paper, you'll **work your way through each of the following steps** (in this order):

1. Briefly explain the debate itself, in general terms. What have people been arguing about? How do they disagree? Why is the question important? (about 500 words)
2. Explain the new reading you've found, and its contribution to the debate. What's the author's (or authors') main argument? Why/how does the author think this is important? How does the author's argument "fit" into the debate? Who does the author agree with and disagree with? What kind of "evidence" does the author use to support her argument? (about 500 words)
3. Explain your view of the author's contribution to the debate. Do you think this is an important intervention? How so? Do you agree or disagree? Why? If you're not sure whether you agree or disagree, what else would you need to know in order to make up your mind? How do you think all of this should impact the debate going forward? (about 500 words)

The final version of your term paper should be about **2000 words** (absolute max 2500 words). If you can, I would strongly prefer that you prepare your paper in **MS Word** format; if you can't, please convert the file from whatever format you've been working in to Adobe pdf format, and submit that. Final versions of papers are to be submitted through the BS site. Additional information about format and submission of the term paper assignment will be provided in the BS site.

Students can of course confer with me, with a teaching assistant, and/or with others about their term papers, and students are welcome to have a classmate or friend proofread their work to check for typos, grammatical errors, etc. You are also encouraged to seek advice and support from the university's Writing Centre (https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html), especially if English is not your first language. It is, however, **extremely important that the work in your term paper be your own**, and that if you borrow ideas or ways of writing something from someone else, you explicitly recognize those people. You're expected to do research for your term paper, and you're expected to give credit to the sources of information and insight that you draw on, by citing them. Using others' ideas or their writing without citing them may constitute a violation of the university's standards for academic integrity. Please review the university's policies and advice, at https://www.dal.ca/dept/university_secretariat/academic-integrity.html; if you have questions about any of this, please email me. Additional advice about research and citations will be provided later in the term, through BS.



The **final exam** will be scheduled in consultation with the Registrar's Office. It may be administered online (through BS) or in-person, depending on public health precautions in place at the time. The official exam period for the Winter 2022 semester is April 8-26, so you should expect that you'll need to make yourself available (possibly in-person) during that period. The final exam will be a mix of multiple-choice questions (like the ones in the biweekly quizzes) and some short-answer questions (for which you'll write about 100 words per question). The final exam will cover all parts of the course—i.e., both lectures and required readings, for all weeks of the course. There will be some choice in the final exam—e.g., answer 20 out of 22 multiple-choice questions, answer 4 out of 5 short-answer questions. More specific information about the format and timing of the final exam will be provided later in the semester.

Assignments / assessment

Quizzes	Weeks 1, 3, 5, 7, 9, 11	5 quizzes @ 5% each = 25%
Participation in discussion boards	Weeks 2, 4, 6, 8, 10, 12	5 sessions @ 5% each = 25%
Term paper	Fri Apr 11, 4:00pm (submit via BS)	25%
Final exam	Scheduled by/with the Registrar	25%
Total		100%

CLASS SCHEDULE AND READING LIST

WEEK 1: Warm-up

	Required reading	1. review course syllabus and BS site (see "Quiz," below...)
	Lecture	1. "What this course is about": Wed Jan 5, 2:30pm 2. "How to navigate this course": Wed Jan 5, 2:30pm
	Discussion	• none
	BS Quiz	<ul style="list-style-type: none"> • multiple-choice questions about syllabus and BS site • one attempt, max 45 minutes • asynchronous, available between Fri Jan 7, 4:00pm, and Tue Jan 11, 10:00pm

WEEK 2 (Jan 10, 12): The "Science" of International Relations

	Required reading	<ol style="list-style-type: none"> 1. Hans J. Morgenthau, "Six Principles of Political Realism," from Morgenthau, <u>Politics Among Nations</u> (7th ed., 1972; orig. 1950). 2. Hilde Ravlo, Nils Petter Gleditsch, and Han Dorussen, "Colonial Wars and the Democratic Peace," <u>Journal of Conflict Resolution</u> 47 (2003).
	Lecture	<ol style="list-style-type: none"> 1. lecture, "IR as a field of study": Mon Jan 10, 2:30pm 2. lecture, "Theory and research in IR": Wed Jan 12, 2:30pm
	Discussion	• 3 or more posts to disc board, between Wed Jan 12, 4:00pm, and Fri Jan 14, 4:00pm
	BS Quiz	• none

WEEK 3 (Jan 17, 19): “The Problem of War”

	Required reading	<ol style="list-style-type: none"> 1. Thucydides, <u>History of the Peloponnesian War</u> (Penguin, 1972, translated by Rex Warner; orig. 340 BCE), excerpts. 2. Graham Allison, “The Thucydides Trap,” <u>Foreign Policy</u> (May/June 2017).
	Lecture	<ol style="list-style-type: none"> 1. “The Problem of War”: Mon Jan 17, 2:30pm 2. “Thucydides, Hegemonic War, and the US-China Rivalry”: Wed Jan 19, 2:30pm
	Discussion	<ul style="list-style-type: none"> • none
	BS Quiz	<ul style="list-style-type: none"> • multiple-choice questions about lectures & readings from Weeks 2 & 3 • one attempt, max 60 minutes • asynchronous, available between Wed Jan 19, 4:00pm, and Fri Jan 21, 4:00pm

WEEK 4 (Jan 24, 26): State, Sovereignty, Authority

	Required reading	<ol style="list-style-type: none"> 1. Hendrik Spruyt, “War, Trade, and State Formation,” <u>Oxford Handbook of Political Science</u> (2011). 2. Mohammed Ayoob, “The New-Old Disorder in the Third World,” <u>Global Governance</u> 1 (1995). 3. Michael Mazarr, “The Rise and Fall of the Failed State Paradigm,” <u>Foreign Affairs</u> 93 (2014).
	Lecture	<ol style="list-style-type: none"> 1. “The Making of States”: Mon Jan 24, 2:30pm 2. “The Breaking of States”: Wed Jan 26, 2:30pm
	Discussion	<ul style="list-style-type: none"> • 3 or more posts to disc board, between Wed Jan 26, 4:00pm, and Fri Jan 28, 4:00pm
	BS Quiz	<ul style="list-style-type: none"> • none

WEEK 5 (Jan 31, Feb 2): Sex & Death

	Required reading	<ol style="list-style-type: none"> 1. Carol Cohn, “Sex and Death in the Rational World of Defense Intellectuals,” <u>Signs</u> 12 (1987). 2. France24, “Sweden’s Margot Wallstrom on the Lessons of Feminist Foreign Policy,” YouTube video.
	Lecture	<ol style="list-style-type: none"> 1. “Feminism as a Theoretical Approach to IR”: Mon Jan 31, 2:30pm 2. “Feminist Foreign Policies”: Wed Feb 2, 2:30pm
	Discussion	<ul style="list-style-type: none"> • none
	BS Quiz	<ul style="list-style-type: none"> • multiple-choice questions about lectures & readings from Weeks 4 & 5 • one attempt, max 60 minutes

		<ul style="list-style-type: none"> asynchronous, available between Wed Feb 2, 4:00pm, and Fri Feb 4, 4:00pm
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WEEK 6 (Feb 7, 9): Order & Progress, 1: Institutions

	Required reading	<ol style="list-style-type: none"> Woodrow Wilson, "Speech to Congress (Fourteen Points)," January 8, 1918, transcript, as posted on UVA Miller Centre repository of speeches). Peter Singer, "Crime and No Punishment for the Iraq War," <u>Project Syndicate</u>, April 6, 2018. Jessica Moody, "Does the International Criminal Court Obstruct Justice?" <u>Foreign Policy</u>, October 22, 2021.
	Lecture	<ol style="list-style-type: none"> "Anarchy & Institutions": Mon Feb 7, 2:30pm "The ICC Debates: Compliance & Impunity": Wed Feb 9, 2:30pm
	Discussion	<ul style="list-style-type: none"> 3 or more posts to disc board, between Wed Feb 9, 4:00pm, and Fri Feb 11, 4:00pm
	BS Quiz	<ul style="list-style-type: none"> none

WEEK 7 (Feb 14, 16): Order & Progress, 2: Ideas & Identity

	Required reading	<ol style="list-style-type: none"> Francis Fukuyama, "Have We Reached the End of History?" Rand Corporation working paper, February 1989. Alexander Cooley & Daniel Nexon, "The Rise Crisis of Global Order: Illiberalism on the Rise," <u>Foreign Affairs</u> 101 (2022). Adom Getachew, "Worldmaking after Empire" (ch. 1), from Getachew, <u>Worldmaking after Empire: The Rise and Fall of Self-Determination</u> (Princeton, 2019).
	Lecture	<ol style="list-style-type: none"> "A Liberal Order?": Mon Feb 14, 2:30pm "Liberalism's Limits": Wed Feb 16, 2:30pm
	Discussion	<ul style="list-style-type: none"> none
	BS Quiz	<ul style="list-style-type: none"> multiple-choice questions about lectures & readings from Weeks 6 & 7 one attempt, max 60 minutes asynchronous, available between Wed Feb 16, 4:00pm, and Fri Feb 18, 4:00pm

"SPRING" BREAK: February 21-25

WEEK 8 (Feb 28, Mar 2): Postcolonial Theory & Global IR

	Required reading	<ol style="list-style-type: none"> 1. Amitav Acharya, "Dialogue and Discovery: In Search of IR Theories beyond the West," <u>Millennium</u> 39 (2011). 2. Yan Xuetong, "Political Leadership and Power Redistribution," <u>Chinese Journal of International Politics</u> 9 (2016).
	Lecture	<ol style="list-style-type: none"> 1. "Postcolonial Theory as a Critique of IR": Mon, Feb 28, 2:30pm 2. "The 'Global IR' Project; Chinese IR": Wed, Mar 2, 2:30pm
	Discussion	<ul style="list-style-type: none"> • 3 or more posts to disc board, between Wed Mar 2, 4:00pm, and Fri Mar 4, 4:00pm
	BS Quiz	<ul style="list-style-type: none"> • none

WEEK 9 (Mar 7, 9): States, Markets, Globalization

	Required reading	<ol style="list-style-type: none"> 1. Susan Strange, "The Declining Authority of States," in Strange, <u>Retreat of the State: The Diffusion of Power in the World Economy</u> (Cambridge, 1996). 2. Jeffrey Frieden, "The Backlash Against Globalization and the Future of the International Economic Order," Harvard University working paper, February 2018.
	Lecture	<ol style="list-style-type: none"> 1. lecture, "Theories of International Political Economy": Mon Mar 7, 2:30pm 2. lecture, "The Globalization Debates": Wed Mar 9, 2:30pm 3. lecture, "Writing a term paper": before you get very far into writing your term paper 4. lecture, "Citing sources": before you get very far into researching your term paper
	Discussion	<ul style="list-style-type: none"> • none
	BS Quiz	<ul style="list-style-type: none"> • multiple-choice questions about lectures & readings from Weeks 8 & 9 • one attempt, max 60 minutes • asynchronous, available between Wed Mar 9, 4:00pm, and Fri Feb 11, 4:00pm

WEEK 10 (Mar 14, 16): Beyond the State

	Required reading	<ol style="list-style-type: none"> 1. Anne-Marie Slaughter, "The Real New World Order," <u>Foreign Affairs</u> 76 (1997). 2. Margaret Keck & Kathryn Sikkink, "Transnational Advocacy Networks in International and Regional Politics," UNESCO policy paper, 1999.
	Lecture	<ol style="list-style-type: none"> 1. "Neomedievalism?": Mon Mar 14, 2:30pm 2. "Transgovernmental & transnational networks": Wed Mar 16, 2:30pm
	Discussion	<ul style="list-style-type: none"> • 3 or more posts to disc board, between Wed Mar 16, 4:00pm, and Fri Mar 18, 4:00pm

	BS Quiz	<ul style="list-style-type: none"> • none
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WEEK 11 (Mar 21, 23): The End of the World? Part 1

	Required reading	<ol style="list-style-type: none"> 1. Joshua Busby, "Warming World: Why Climate Change Matters More than Anything Else," <u>Foreign Affairs</u> (July/August 2018). 2. Kelly Sims Gallagher, "The Coming Carbon Tsunami: Developing Countries Need a New Growth Model--Before It's Too Late," <u>Foreign Affairs</u> (Jan/Feb 2022). 3. possibly other things, TBD (see "Need Your Help with the End of the World," in BS)
	Lecture	<ol style="list-style-type: none"> 1. "The Climate Crisis & IR Theory": Mon Mar 21, 2:30pm 2. TBD: Wed Mar 23, 2:30pm
	Discussion	<ul style="list-style-type: none"> • none
	BS Quiz	<ul style="list-style-type: none"> • multiple-choice questions about lectures & readings from Weeks 10 & 11 • one attempt, max 60 minutes • asynchronous, available between Wed Mar 23, 4:00pm, and Fri Feb 25, 4:00pm

WEEK 12 (Mar 28, 30): The End of the World? Part 2

	Required reading	<ul style="list-style-type: none"> • TBD (see "Need Your Help with the End of the World," in BS)
	Lecture	<ol style="list-style-type: none"> 1. TBD: Mon Mar 28, 2:30pm 2. TBD: Wed Mar 30, 2:30pm
	Discussion	<ul style="list-style-type: none"> • 3 or more posts to disc board, between Wed Mar 30, 4:00pm, and Fri Apr 1, 4:00pm
	BS Quiz	<ul style="list-style-type: none"> • none

WEEK 12 (Apr 4): Review session

Review session	<ul style="list-style-type: none"> • No required readings; please come prepared to ask questions
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	Term paper	<ul style="list-style-type: none"> • due on or before April 11, 4:00pm, via the BS site (for more detailed instructions, see "Term paper," above, and in the "General/recurring" folder in the BS site)
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Final exam

- scheduled in consultation with the Registrar, specific date/time TBD; some details about format and preparation above, and more forthcoming in BS site

Resources & policies

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

<https://academiccalendar.dal.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=105&topicgroupid=27571>

Grading, absences/lateness, and accommodations

Students are expected to carefully read the academic regulations in the University Calendar, and to make sure that they understand those which might pertain to them. In order to be fair to all students, all of the university’s regulations, and all of the course policies outlined here, will be consistently enforced.

The baseline expectation for students is that they will attend all classes, participate in class discussion, and submit all written work at or before the listed deadlines. If you have a long-term learning challenge, please make accommodation arrangements with the Accessibility office as early as possible, and—where relevant and appropriate—please notify the professor as early as possible, especially where there are forms to be signed in advance.

Grades: The course employs the university’s standard undergraduate grading scheme.

A+	90-100%	B-	70-72%	F	0-49% (GPA zero)
A	85-89%	C+	65-69%	INC	incomplete (GPA zero)
A-	80-84%	C	60-64%	W	withdrawn (GPA neutral)
B+	77-79%	C-	55-59%	ILL	illness (GPA neutral)
B	73-76%	D	50-54%		

Individual students’ grades will be shared with them through the Brightspace site, and will never be posted publicly. However, the instructor may post information on the overall distribution of grades within the class as a whole (with no information matching students with their grades). The professor will endeavour to share grades with students as soon as possible after assignments have been submitted, but this may take some time, particularly for the term paper. Progress updates on grading will be posted on the Brightspace site.

Guidelines for formatting of written work

This year, all assignments are to be submitted online, in digital form, via the BS site.

1. Please use a file format that is likely to be relatively easy for me to download and read. I use a PC, and I would strongly prefer assignments to be in Word or pdf format.
2. Please use common sense/courtesy in naming the attached file. You’d be amazed at how many students name these files “paper,” and how easy it is to then mix them up, when you have a pile of 100 of them—especially when some of those students also haven’t written their names on the paper itself. (If your file attachment is called “Document1,” then I’ll probably assume you have no idea how to organize files in your computer and/or you wrote the assignment in a hurry at 3am the night before it was due...) Please, as a favour to me, use the following naming convention for the files you upload to Brightspace or send by email: POL11065 – type of assignment – your

last name. If I see that you've done this, then I'll know that you were conscientious enough to read the syllabus all the way to the end, and courteous enough to follow these simple instructions, and that will put me in a favourable frame of mind when I'm grading your assignment.

University statements

The following are official statements, and a list of relevant resources, that the university has asked all instructors to share with students:

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 reading 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 reading to follow to ensure academic integrity.

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

Accessibility

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).

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

Student Code of Conduct

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.

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

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).

<https://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
- Student Submission of Assignments and Use of Originality Checking Software Policy:
https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html
- Classroom Recording Protocol: https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>
- Student Accommodation Policy: https://www.dal.ca/dept/university_secretariat/policies/academic/student-accommodation-policy-wef-sep--1--2014.html

Learning and Support Resources

- General Academic Support - Academic Advising: https://www.dal.ca/campus_life/academic-support/advising.html
- Libraries: <http://libraries.dal.ca>
- Student Health and Wellness (includes Counselling and Psychological Services):
https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html
- 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
- Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Studying for Success program and tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html