

POLITICAL SCIENCE – WINTER 2024

Political Science 1065 – Political Worlds: The Global Domain

Tuesdays and Thursdays, 4:05-5:25

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Office Hours: Thursday 2:30-3:30pm, or by appointment

Objectives

This course introduces you to international and transnational politics – that is, politics beyond, between, and across national boundaries. We ask: how did the international order we are now living in emerge? How should it adapt to meet the most pressing challenges of the 21st century? 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, international diplomacy, 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 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 global warming, international migration, global health, 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 foundational understanding you need to make (some) sense of key issues in the world today, to enable you to think and write about them intelligently, and to provide a basis for participation in future courses in Political Science and related fields.

Evaluation

Assessment will be based on a mid-term test, a final exam, 2 short essays (1000-1,250 words each), and attendance and participation. Your final result will be arrived at approximately as follows:

Attendance and participation	5%
Short Essay #1 (due 5 February)	20%
Mid-term Exam (15 February)	20%
Short Essay #2 (due 1 April)	20%
Final Exam (scheduled by the registrar's office*)	35%

You **must** complete all elements of the course in order to pass.

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

Reference Style: All written assignments **must** provide complete and properly formatted citations for any source you draw on for *either direct quotations or key ideas*. Please use the Chicago Manual of Style citation format, which gives you a choice of "notes and bibliography" or "author-date" approaches. Chicago Style citation guides are available on the Dal Library website: <http://libraries.dal.ca/help/style-guides.html>. Please ensure that whichever specific approach you choose, you use it consistently throughout the assignment, and provide specific page references wherever possible.

Generative AI: Because learning how to formulate a well-reasoned and well supported argument in your own words is one of the most important skills you will develop at university, the use of Generative AI tools is not permitted on written assignments for this class.

The **final exam** will be 2 hours in length, scheduled during the official exam period, which for the Spring 2024 semester is April 11-23. It will cover material from both required readings and class lectures/discussions. Please do not make any work or travel plans until the date and time of the exam has been set by the Registrar's Office. There will be no make-up or alternate exam dates.

Please note: extensions on written assignments will only be granted under extraordinary circumstances, **not including** having too much other work to do! Late papers will be penalized 2% per day.

Missed or Late Academic Requirements due to Student Absence

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: February 6th is the last day to withdraw from a Winter term course without a “W”, and March 6th 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 *Foundations of International Relations*, edited by Stephen McGlinchey. It is available from the University Bookstore.

There will be some additional required readings, 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 attend classes regularly.

A Note on Email

It is your responsibility to make sure you receive and read emails sent to your Dalhousie email account, and to make sure you read announcements sent via the Brightspace system. *Please check these on a regular basis.*

Respect

You are expected to treat your fellow students, your instructor and guest lecturers with respect. Please arrive on time, refrain from talking and texting when others are speaking, and turn all mobile devices to silent mode.

Topics and Assignments

Week 1 (Jan 8): Introduction to International Relations

Readings:

- McGlinchey (ed.), ch. 1, "Introduction"
- Our World In Data, "The world as 100 people over the last two centuries," <https://ourworldindata.org/a-history-of-global-living-conditions>
- Lawrence, M.M. "Polycrisis may be a buzzword, but it could help us tackle the world's woes." *The Conversation*, 11 December 2022. <https://theconversation.com/polycrisis-may-be-a-buzzword-but-it-could-help-us-tackle-the-worlds-woes-195280>

Recommended:

- 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>

PART I: Foundations, Actors, and Approaches

Week 2 (Jan 15): The Making of the Modern World: 'International Society', colonialism, and world order change

Readings:

- McGlinchey (ed.), chs. 2, 3, 4

Week 3 (Jan 22): How to think about International Politics: 'levels of analysis' and theories of international relations

Readings:

- McGlinchey (ed.), chs. 5, 6, 7

Week 4 (Jan 29): 'Ordering' the world? international organizations and international law

Readings:

- McGlinchey (ed.), chs. 8, 11

Short Essay #1 due 5 February

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

Readings:

- McGlinchey (ed.), chs. 9, 12

Week 6 (Feb 12): Gender and Sexuality in IR

Readings:

- McGlinchey (ed.), ch. 13

Mid-Term Exam – 15 February

Week 7 (Feb 19): **READING WEEK**

PART II: Contemporary Issues and Challenges

Week 8 (Feb 26): The international politics of wealth creation and distribution, poverty, and development

Readings:

- McGlinchey (ed.), chs. 10, 17

Week 9 (Mar 4): Changes and challenges in contemporary global (in)security: security by and for *whom*?

Readings:

- McGlinchey (ed.), chs. 14, 15

Week 10 (Mar 11): democratizing or destabilizing international relations? The internet, connectivity, and cyber-security

Readings:

- McGlinchey (ed.), ch. 20

Week 11 (Mar 18): transnational migration and global health

Readings:

- McGlinchey, chs. 16, 18

Week 12 (Mar 25): The international politics of the environment

Readings:

- McGlinchey, ch. 19

Short Essay #2 due 1 April

Week 13 (Apr 1): Course Summary and Review

Readings:

- McGlinchey (ed.), ch. 21

SECTION B: UNIVERSITY STATEMENTS

Territorial Acknowledgement:

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.

The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Internationalization

At Dalhousie, "[thinking and acting globally](#)" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

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. 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

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation.

If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact:

- the [Student Accessibility Centre](#) (for all courses offered by Dalhousie with the exception of Truro)
- the [Student Success Centre in Truro](#) for courses offered by the Faculty of Agriculture

Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

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).

Code of Student 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.

Fair Dealing policy

The Dalhousie University [Fair Dealing Policy](#) provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the [Student Submission of Assignments and Use of Originality Checking Software Policy](#). Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method.

SECTION C: UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the [Academic Calendar](#) and the [Senate](#).

Important student information, services and resources are available as follows:

University Policies and Programs

- [Important Dates in the Academic Year](#) (including add/drop dates)
- [Classroom Recording Protocol](#)
- [Dalhousie Grading Practices Policy](#)

- [Grade Appeal Process](#)
- [Sexualized Violence Policy](#)
- [Scent-Free Program](#)

Learning and Support Resources

- Academic Support - Advising [Halifax](#), [Truro](#)
- [Student Health & Wellness Centre](#)
- [On Track](#) (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
- [Indigenous Student Centre](#). See also: [Indigenous Connection](#).
- Elders-in-Residence: The [Elders in Residence program](#) provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the [Indigenous Student Centre](#) or contact the program at elders@dal.ca or 902-494-6803.
- [Black Student Advising Centre](#)
- [International Centre](#)
- [South House Sexual and Gender Resource Centre](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Dalhousie Libraries](#)
- [Copyright Office](#)
- [Dalhousie Student Advocacy Service \(DSAS\)](#)
- [Dalhousie Ombudsperson](#)
- [Human Rights & Equity Services](#)
- [Writing Centre](#)
- [Study Skills/Tutoring](#)

