

**GPOL 1000**  
**Introduction to Global Politics**  
**Tuesdays 11:35-2:25**

Please confirm location on Carleton Central

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Wednesdays 9:30-11:30

**Course Description and Objectives**

This course is designed to introduce you to the study of global politics. GPOL 1000 is a full-year course. This course outline is for the first term; in the Winter Term, your instructor will be Professor Piotr Dutkiewicz. There will be a new course outline for that term.

While global politics has much in common with 'international relations', this term we will consider the differences between the 'international' and the 'global'. Central to this half of the course will be an examination of the relationship between the way we think, talk and write about the world on one hand, (sometimes known as 'theory') and the 'real world' of global politics on the other (sometimes known as 'practice'). While we will certainly address 'real' events, issues and institutions in global politics, we will always think critically about the ways in which these issues are 'framed' in a variety of texts and discourses. The purpose of this is to help you understand the role of 'theory' and 'methodology' in academic study, and to provide you with the ability to think critically about key concepts ('sovereignty', 'security'), actors ('the state', 'the UN', 'civil society') and structures ('gender', 'class') in global politics. By the end of this term you should have a good grasp of key theoretical and methodological perspectives, as well as a number of important global political issues - such as security, political economy, and the environment - in global politics.

**Course Structure**

Because this course is a seminar, its success relies on active participation from all members of the class. Each week we will consider, discuss, and debate the material we have read. Your preparation for the class should be guided by the 'Discussion Points' listed following the reading assignment for each week.

While discussion will not be limited to these points, they are designed to provide a starting point and focus for our conversation. Students preparing Reading Responses for a given week will begin the discussion by presenting their responses to the class. The instructor will facilitate the discussion each week, offering clarification on the readings and highlighting key ideas and issues.

### Readings

Most of the readings for this course can be found in the textbook:

**Jenny Edkins and Maja Zehfuss, editors, *Global Politics: A New Introduction*. London: Routledge, 2009.**

This book is available now at the Carleton University Bookstore. It is also readily available on-line at [amazon.ca](http://amazon.ca) or [chaptersindigo.ca](http://chaptersindigo.ca).

All other readings for the course beyond the textbook are journal articles that are available on-line through the Carleton University Library.

### Evaluation at a Glance

<b>Seminar participation</b>	<b>(10%)</b>
<b>Two Reading Responses</b>	<b>(5% x 2 = 10%)</b>
<b>Mid-term Test (Oct. 23)</b> <b>(in class, 60 minutes)</b>	<b>(5%)</b>
<b>Essay (due Nov. 20)</b>	<b>(10%)</b>
<b>Final examination (exam period)</b>	<b>(15%)</b>
<b>Total:</b>	<b>(50%) (+ 50% for Winter Term = 100%)</b>

### Evaluation Explained

**1. Seminar Attendance and Participation (10%):** Attendance in seminars is mandatory. Please inform the instructor ahead of time if you need to miss a class. If you are sick, please provide the instructor with a doctor's note. If you do not attend classes regularly, you cannot possibly attain a decent grade for participation. Students will be marked on the frequency of their contributions to seminar discussions, and the quality of these contributions. High quality contributions demonstrate that you have done the readings and thought critically about the readings before the seminar. These contributions should engage directly and specifically with the material covered in the readings and/or lectures. These can include questions on areas that are unclear or controversial, or comments regarding your views on particular ideas or

arguments. All students are expected to listen attentively others, and helping to create a positive and supportive atmosphere in which learning and academic debate can thrive. **The use of laptops/iPads/phones in class will be restricted to consulting electronic versions of readings or occasional consultation of the internet when necessary.**

**2. Reading Responses (2 x 5% = 10%):** Students will submit two short reading responses. All students will submit their first reading response on September (Week 2). On that date students will choose a date for their other response. Reading responses should 1 page (single-spaced, 12-point font), and should address ONE or TWO of the discussion points listed for the assigned week. Reading responses should NOT summarize the reading(s), but should address the questions/issues raised in the discussion points. Students should use only the course readings to write reading responses. If ideas or quotations are used from the readings, **they should be properly cited and documented.**

Reading responses should be e-mailed to the instructor --

([Fiona\\_Robinson@carleton.ca](mailto:Fiona_Robinson@carleton.ca)) -- BEFORE class on the due dates (September 18th; other dates to be determined). A hard copy will be submitted to the instructor in class. **Students should come to class prepared to present their Reading Response to class as a means of leading off discussion.**

**3. Mid-term Test (5%) (October 23):** All students will write a short (60 minutes) test on the material covered to this date. The test will consist of multiple choice questions, identification of quotations, and short answers. There will be NO make-up test. Students who miss the test due to a documented medical or family emergency will have the 5% allocation added to the final examination.

**4. Essay (10%) (due November 20):** All students will be required to write one essay (8-10 pages, double-spaced, 12 point font). Students are required to use at least 5 (five) sources in addition to the course readings. These sources can be journal articles, books, or book chapters. In ALL cases, essays must be properly documented and written using correct essay style and structure. Essays must be submitted to the Instructor at the beginning of the class on

Students may write their essay on any one of the discussion points typed in **BOLD** below. If you wish to write your essay on a different topic, please send a short proposal to the instructor for approval no later than . The proposal must include an essay QUESTION, a working argument, and a list of 3 sources you have consulted that will be useful to you in writing your essay.

The essay should have an introduction which states your argument, a main part which develops the argument, and a conclusion which summarizes the analysis (and may point to its implications). Evaluation of the paper is based on:

(a) the logic and clarity of your argument; (b) the appropriateness and relevance of the cited readings (including a consistent citation style); (c) correct English grammar, spelling, and usage.

**5. Final Examination (15%) (during Scheduled Examination Period)** All students will write a final examination, which will be held during the formal examination period. The exam will consist of short answers and essay questions.

### **Submission of Written Assignments**

Students must submit an electronic version of the reading responses (to be e-mailed to the instructor BEFORE class on the due date) and hard copies of their reading responses and essays. Students who are unable to submit their written assignments on time may deposit them in the Departmental "Drop Box" (a mail slot in the wall) located in the corridor outside of room B640 Loeb. Assignments are retrieved once every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. Assignments submitted after 4:00pm will be date stamped as received the next business day.

Late submissions will be accepted but penalized by one third of a letter grade per day (not including weekends) (e.g. from A- to B+) for **up to seven calendar days**. Written assignments will not be accepted after one week without consultation with the instructor.

Extensions will be granted at the discretion of the course instructor and only for serious and documented medical reasons or for other emergency personal circumstances. Requests for extensions submitted after the due date will not be considered. It is the students' responsibility to manage their time effectively.

### **Weekly List of Lecture Topics and Readings**

#### **Week 1 (Sept 11)**

#### **Thinking about Global Politics**

Jenny Edkins and Maja Zehfuss, 'Introduction' in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*. London: Routledge, 2009, (Chapter 1, Textbook)

Veronique Pin-Fat 'How do we begin to think about the world?' (Chapter 2, Textbook)

J. Ann Tickner (2006), 'On the Frontlines or Sidelines of Knowledge and Power? Feminist Practices of Responsible Scholarship', *International Studies Review*, 8(3): 383-395.

**Discussion Points:**

1. **Is there a 'relation between thinking about the world and doing things in the world' (p. 19, textbook)? If so, how would you explain the nature of this relation?**
2. What is 'theory'? Does 'theory' matter to 'real world' politics?
3. What does the 'ticking time bomb' scenario teach you about knowledge and politics?
4. What does Tickner mean by 'responsible scholarship'?

**Week 2 (Sept 18) (first Reading Response due today)**  
**International Relations, Global Politics**

Michael Nicholson (1999) 'Realism and utopianism revisited', *Review of International Studies*, 24, Special Issue: 65-82.

Dingwerth, Laus and Philipp Pattberg (2006) 'Global Governance as a Perspective on World Politics', *Global Governance* 12 (2) : 185-203.

Thomas G. Weiss (2010) 'How United Nations ideas change history', *Review of International Studies*, 36(1): 3-23.

**Discussion Points:**

1. What are the central tenets of realism? What is 'utopianism'?
2. **Is realism still a useful theory for understanding global politics? Was it ever a useful theory?**
3. What is 'global governance'?
4. Are 'institutions' important in global politics?
5. In what ways does the UN 'produce' ideas? What are the effects of these ideas? Do these ideas change history?

**Week 3 (Sept 25)**  
**The Nation-State, Borders and Citizenship**

**(\*\* the first hour of the class today will be devoted to a discussion of reading and writing skills \*\* )**

Michael J. Shapiro, 'How does the nation-state work'? (Chapter 10, Textbook)

Stuart Elden, 'Why is the world divided territorially' (Chapter 9, Textbook)

Roxanne Lynn Doty, 'Why is people's movement restricted?' (Chapter 8, Textbook)

### **Discussion Points:**

1. What is the difference between 'nation' and 'state'?
2. What is a 'nation-state'? What is the role of the nation-state in global politics?
3. What is the future of the 'territorial state'?
- 4. Is the concept of 'citizenship' problematic today?**
5. What is 'cultural racism'?
6. What is 'sovereignty'?

### **Week 4 (Oct 2)**

#### **Power**

Jenny Edkins, 'Why do we obey?' (Chapter 6, Textbook)

Paul Hirst (1998) 'The eighty years' crisis: 1919-1999 - Power', *Review of International Studies*, 24, Special Issue: 133-148.

Stephen Gill (1995) 'Globalization, Market Civilization and Disciplinary Neo-liberalism', *Millennium: Journal of International Studies*. 24(3): 399-423.

### **Discussion Points:**

1. What is power?
- 2. What are the key sources of and/or relations of power in global politics?**
3. What is 'disciplinary neo-liberalism'? What is 'disciplinary' power?

### **Week 5 (Oct 9)**

#### **Conflict and Security**

Roland Bleiker, 'Can we move beyond conflict?' (Chapter 19, Textbook)

Michael Dillon, 'What makes the world dangerous?' (Chapter 17, Textbook)

Mark Duffield and Nicholas Waddell (2006) 'Securing Humans in a Dangerous World', *International Politics* 43(1): 1-23.

Gro Harlem Brundtland, (2003) 'Global Health and International Security', *Global Governance* 9(4): 417-423.

### **Discussion Points:**

1. What is the difference between 'national security' and 'human security'?
2. **What makes something a 'security concern'?**
3. Is health a security issue? What does the term 'global health' mean? What does it have to do with international security?

### **Week 6 (Oct 16)**

#### **Global Political Economy**

V. Spike Peterson, 'How is the world organized economically?' (Chapter 12, Textbook)

Paul Cammack, 'Why are some people better off than others?' (Chapter 13, Textbook)

Eric Helleiner, 'A Bretton Woods Moment? The 2007-2008 Crisis and the Future of Global Finance' *International Affairs*, 86(3): 619-636.

Maliha Safri and Julie Graham (2010) 'The Global Household: Toward a Feminist Postcapitalist International Political Economy'. *Signs* 36(1): 99-125.

### **Discussion Points:**

1. What is economics? What is international political economy? Global political economy?
2. **How has capitalism transformed since the time of Marx's critique? Is Marx's critique of capitalism relevant today?**
3. What is the 'global household'? Why do we not normally consider the household to be relevant to economics?
4. What is 'Bretton Woods'? What are the implications of the 2007-2008 financial crisis for global political economy?

### **Week 7 (Oct 23)**

## Mid-term and Film

Mid-term test (60 minutes)

**Film: National Film Board of Canada, 'Who's Counting? Marilyn Waring on Sex, Lies and Global Economics'**

## **Week 8 (Oct 30)**

### Colonialism and Neo-Colonialism

Kate Manzo, 'Do colonialism and slavery belong to the past?' (Chapter 11, Textbook)

Naeem Inayatullah, 'Why do some people think they know what is good for others?' (Chapter 15, Textbook).

Barkawi, Tarak and Mark Laffey (2006) "The Postcolonial Moment in Security Studies," *Review of International Studies* 32 (2): 329-352. (available online)

### **Discussion Points:**

1. Compare Manzo's and Inayatullah's chapters. What is the relationship between 'materiality' and 'discourse/knowledge' in post-colonialism?
2. How can we understand contemporary slavery and human trafficking?
3. Why has security studies (and IR more generally) focused primarily on the 'great' powers?
4. What do Barkawi and Laffey mean by 'relationality'?
5. **Is the current world order a neo-colonial world order?**

## **Week 9 (Nov 6)**

### Intervention

Anne Orford, 'How can we stop people harming others?' (Chapter 18, Textbook)

Michael Walzer (1980), 'The Moral Standing of States: A Response to Four Critics', *Philosophy and Public Affairs*, 9(3): 209-229.

Richard W. Miller (2011), 'The Ethics of America's Afghan War', *Ethics and International Affairs*, 25(2): 103-131.

Fernando Teson (2011), 'Enabling Monsters: A Reply to Professor Miller', *Ethics and International Affairs*, 25(2): 165-182.

### **Discussion Points:**

1. What were the institutional conditions which made possible the shift in support for humanitarian intervention in the early 1990s? How have those conditions changed today?
2. What does Walzer mean when he writes 'I don't believe that the opposition of philosophers is a sufficient ground for military invasion' (p. 69).
3. Consider the debate between Miller and Teson. Which argument do you find more convincing? Why?
4. **Under what conditions, if any, is humanitarian intervention justified?**

### **Week 10 (Nov 13)**

#### **Global Environmental Politics**

Simon Dalby, 'What if we don't think in human terms?' (Chapter 3, Textbook)

Peter Haas (2002), 'UN Conferences and Constructivist Governance of the Environment', *Global Governance* 8(1): 73-91.

Matthew Paterson (2009) 'Post-Hegemonic Climate Politics?', *British Journal of Politics and International Relations*, 11(1): 140-158.

Justina Demetriades, Emily Esplen, 'The Gender Dimensions of Poverty and Climate Change Adaptation', *IDS Bulletin*, 39(4), 2008: 24-31.

### **Discussion Points:**

1. What does Dalby mean by the 'biosphere'?
2. **How should we frame/understand the environment in terms of global politics?**
3. What is global environmental governance?
4. **Why does 'gender' matter when considering climate change and global environmental politics more generally?**

### **Week 11 (Nov 20)**

#### **Civil Society and Resistance**

Mary Kaldor (2003) 'The Idea of Global Civil Society', *International Affairs*, 79(3): 583-593.

Michael Hardt and Antonio Negri (2011), 'The Fight for 'Real Democracy' at the Heart of Occupy Wall Street', *Foreign Affairs*, (11 October).

Colin Wight (2012) 'Riot: Why Wouldn't You?', *Journal of Critical Globalisation Studies*, Issue 5: 161-166.

Al-Ali, Nadjie (2012) 'Gendering the Arab Spring', *Middle East Journal of Culture and Communications*, 5(1): 26-31.

Miriam Smith (2012), 'The Quebec Protests: The Big Picture', *iPolitics*, Monday May 28, 2012. <http://www.ipolitics.ca/2012/05/24/miriam-smith-the-quebec-protests-the-big-picture/>

#### Discussion Points:

1. Is there such a thing as *global civil society*?
2. Is there a link between the Occupy Movements, the 'Arab Spring' and the Quebec Protests? What do these movements tell us about global politics today?
3. Think about the way in which these various resistance movements have been 'framed' in the media and in popular and academic discourse.

#### Week 12 (Nov 27)

#### Guest Speaker (TBA)

Speaker and preparatory readings TBA.

#### Academic Accommodations

**For students with Disabilities:** Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring**

**accommodations.** If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by *(November 9<sup>th</sup>, 2012 for December examinations and March 8<sup>th</sup>, 2013 for April examinations)*.

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Grades:** Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available **ONLY** if the student is in good standing in the course.

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Connect Email Accounts:** All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University

community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email [carletonpss@gmail.com](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://poliscisociety.com), or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.