

GPOL 3000A: Global and Comparative Politics

Lecture: Thursday 11:35a.m. – 2:25 p.m.
Patterson Hall 129

Instructor: Dr. Aaron Ettinger

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Course Description

Global politics is a paradox. In the twenty-first century, it is pulled in multiple directions by the forces of integration and fragmentation. The world is increasingly complex, integrated and interconnected. It is characterized by new technologies, transnational actors, global consciousness, and an understanding of how a global polity shares similar challenges. As the optimists argue, there is more peace and prosperity than at anytime in human history. But at the same time, the distribution of peace and prosperity is uneven; peace and prosperity coexist with war and deprivation. Today, the world is beset by multiple crises that have given rise to forces of exclusion, isolationism and traditionalism – all of which aim to return to a *status quo ante*. This course explores how global politics got to this point, and how it influences our daily lives. To understand the current state of affairs, this course explores global politics in comparative and historical perspective. Part I addresses big trends in the making of the twenty-first century and the crises that they have produced. Part II is student driven and explores the global political terrain through the lens of consumer products. Taken together, students will learn about broad sweep of global history and the patterns of politics attendant to specific consumer items.

Course Objectives

By the end of this course, students will be able to:

1. Write clearly about the complexities of global politics
2. Analyze global politics within a multidimensional conceptual framework
3. Research the dynamics of global politics through the lens of a consumer product
4. Present an ongoing research project effectively
5. Work effectively in groups to conduct a research project
6. Read and understand complex academic work

Contact Policy

Email is the best way to get in touch with the professor outside of usually scheduled office hours. Students should remember the following things when emailing:

ALWAYS USE your Carleton email account! Non-Carleton messages don't always get through
INCLUDE the subject line "GPOL 3000"

ADDRESS emails to the professor (i.e. Dear Dr. Ettinger).

SIGN OFF with your first and last name and student number.

Email should be used for brief questions that can be answered quickly. If students want to discuss course material, assignments, or another matter in greater detail, they should see the professor during office hours or make an appointment.

Texts

There is no textbook for this course. Instead, I have developed a reading list drawn from academic journals and books. They are all available at no cost to you. All course readings are available online via the library search engine or CuLearn. Where relevant, the syllabus includes links to the reading.

Expectations

(1) *Come to class*: A university education is a privilege and seminar discussions can be illuminating. More instrumentally, the world is run by those who show up. Wise students will attend all sessions and participate as best they can. I expect everyone to attend each class. It's as simple as that.

(2) *Keep up with your work*: I expect you to attend class having read the assigned material. Assignments must be submitted by the time and date indicated. As always, late penalties will apply. A list of key dates appears on the final page of this syllabus.

Course Evaluation

Assignment/Exam	Due Date	% of Final Grade
Individual Reflection Paper	Week 7, October 16 at 11:59pm	10%
Group Presentation	Weeks 8-11	20%
Group Research Paper	Two weeks after presentation	30%
Peer Review of Presentations	Weeks 8-11	10%
Attendance and Participation	Weekly	10%
Take Home Exam	December	20%
		Total = 100%

All written assignments must provide a full list of sources used and avoid plagiarism or other violations of academic integrity. The preferred citation style is the Chicago author-date style which used author-date citations in the text and a bibliography at the end (see <https://library.osu.edu/find/resources/citation-examples/chicago-author-date/>). In this style, footnotes or endnotes are used only for explanatory digressions or notes of clarification. All papers submitted should be formatted with the 12-point font and page numbers.

The Assignments

10% Individual Reflection Paper – Due Week 7, October 16, 11:59pm

The reflection paper will build upon the “what’s the word?” exercise from the first class. In class you were asked to fill in the blank: “Global politics in 2019 is _____.” In the paper, students will discuss their word/phrase choice and explain it in light of the course material up to week seven. Students may justify the original word choice or select a new one. Reflection paper should be 1000 words long and draw upon the readings, lectures and class discussions. The paper must include citations and a bibliography.

50% Group Research Project – *Tracking the Life of a consumer product*

This component involves a group presentation and a group written project. In groups of 4 or 5, students will select a consumer product and track the geographical and political journey through the global economy. Any consumer product is fair game for the assignment. It’s a good idea to start with a product you use every day. Look at the “Made in _____” stamp or tag and figure out how it got from there to your hands.

Groups should answer the following questions to the extent that information is available and relevant:

1. What are the geographical patterns of production, distribution, purchase, disposal, and afterlife?
2. What are the political forces shaping the product’s conception, production, processing, distribution, marketing, consumption, and afterlife?

There are two components to this project:

Group Presentation 20%

The group presentation will demonstrate what the group has discovered thus far in the research. By the presentation day, groups should be able to identify the broad trends associated with the political economy of that product. This includes being able to:

1. Develop a thesis statement about the political and geographical life of the product. In this case, your thesis statement will be a claim about what you have noticed about your chosen product’s transit through its global production network. For example, “the transit of product X through the global system is characterized by a great deal of exploitation.”;
2. Visualize the geographical travels of that product via PowerPoint presentation or other medium;
3. Using the analytical framework developed in Part I of the course, identify the political actors, institutions, and ideas that are involved.

Groups are responsible for filling 80 minutes of class time for their presentation. Approximately 40 minutes will consist of a formal presentation of the research and the argument. The remaining time will be spent in open discussion with the rest of the class, prompted by questions written by the group. The group may also take questions from the audience.

Two groups will present each week and a schedule will be determined on October 17, two weeks prior to the first presentations.

Group Research Paper 30%

The Group Research Paper is due two weeks after the initial group presentation. The Research Paper will reflect a more mature version of the presentation material. The Paper should reflect any new research conducted, professor advice, and peer review comments. Research papers will be 3000-3500 words and must have a bibliography and use a proper citation style.

It is up to the group members to establish an equitable division of labour and quality standards. The presentation and paper are being graded based on the end-product. Each student in the group will receive the grade assigned to the group as a whole.

10% Peer Review – Weekly during group presentations

During student presentations (weeks 8-11), each student will provide written, anonymous feedback to the groups on their presentations. The purpose of this peer evaluation is to provide helpful commentary on each project during its development. Accordingly, each student will be evaluated on the insight and usefulness of the feedback.

Students will provide typed comments on each presenter within 3 days of the presentation. Comments will be emailed directly to me, anonymized, and passed along to the presenter so that they may be considered during the final composition of the research paper. 100-150 words will be considered the baseline target for each student's comments.

10% Attendance and Participation – Weekly

Attendance will be taken each class and students will be graded on the quality of participation during discussion. These are easy marks.

20% Take Home Exam – Due December 21 at 11:59pm (earlier submissions are acceptable)

Students will write a take-home exam. The exam will consist of a single essay question on a topic that will be announced on the last day of class.

The paper must be uploaded to CuLEARN by the due date at 11:59pm. A late penalty of 1% per day will be added to the student's final grade for papers submitted after that.

Late Policy:

Where late assignments are accepted, they are penalized at the rate of 1% of the student's final grade in the course. An assignment is considered one day late if it is submitted to CuLearn any time up to 23:59 hours after the deadline. If it is submitted between 23:59 and 47:59 hours after the deadline, it is considered two days late, etc.

A waiver of lateness penalties will only be considered in the event of an officially documented extenuating circumstance. See "Accommodations & Extension Policy for Assignments" below. Late assignments can be placed in the professor's drop box in the Department of Political Science. This is cleared out daily.

Final Submission Date for Assignments

The final submission date for assignments is one week (7 days) after their due date (with the imposition of late penalties). The instructors WILL NOT accept assignments for grading after this time without a documented extenuating circumstance. If an extenuating circumstance may prevent the student from submitting an assignment by its submission date, the student must contact the Head TA at the earliest possible convenience and be prepared to provide the Head TA with official documentation concerning the situation.

Grade Appeals:

Any errors of addition should be raised immediately with the professor. Asking for an explanation of your grade is perfectly fine. Asking for a re-grade requires greater effort on the part of the student. If a student is concerned that an assignment was not graded appropriately, the student should first meet with the TA who marked the work. To request a review of an assignment, the student must provide a 1-page explanation of why the assignment was improperly graded (i.e. what do you think you did that should have been given more weight?). The explanation, the original assignment, and a clean copy of the assignment should be submitted to the student's tutorial leader no later than **2 weeks** after the assignment was made available for return. If the student is unsatisfied after consulting and discussing the matter with the TA, the assignment will be passed on to the professor for final grading.

NOTE: Students must take responsibility for picking up their marked work in a timely manner. No appeals will be considered that have been initiated more than 2 weeks after the assignment/exam was returned. **Grades may be either raised, stay the same, or lowered on appeal.**

Final exams are not usually returned. If students wish to review their final exam, they must make arrangements with the instructor

Schedule and Required Readings

Week 1: September 5 What's This Class All About?

Required Reading (9 pages)

Acharya, Amitav, and Barry Buzan. 2019. *The Making of Global International Relations: Origins and Evolution of IR at its Centenary*. Cambridge: Cambridge University Press.
"Dimensions of Global IR," pp. 300-309.

Week 2: September 12 The Making of "Global" Politics

Required Reading (63 pages)

Acharya, Amitav, and Barry Buzan. 2019. *The Making of Global International Relations: Origins and Evolution of IR at its Centenary*. Cambridge: Cambridge University Press.
Ch. 1. "The World up to 1919: The Making of Modern International Relations." Pp. 8-32.
Ch. 3 "The World 1919-1945: Still Version 1.0 Global International Society." Pp. 67-81.

Buzan, Barry, and George Lawson. 2014. Rethinking Benchmark Dates in International Relations. *European Journal of International Relations* 20 (2): 437-462.

Week: 3 September 19 Creating the Global Economy

Required Readings (62 pages)

Frieden, Jeffry A. 2006. *Global Capitalism: Its Fall and Rise in the Twentieth Century*. New York: W.W. Norton & Co.
Ch. 12. "The Bretton Woods System in Action," pp. 278-300.
Ch. 13. "Decolonization and Development," pp. 301-320.
Ch. 14. "Socialism in Many Countries," pp. 321-337.

Recommended Reading

Frieden. Ch. 15. "The End of Bretton Woods," pp. 338-360.
Frieden. Ch. 16. "Crisis and Change," pp. 363-391.

Week 4: September 26 Democracy and Development

Required readings (57 pages)

Inglehart, Ronald, and Christian Welzel. 2009. How Development Leads to Democracy: What We Know About Modernization. *Foreign Affairs* 88 (2): 33-48. [Here](#)

Freeman, Dena. 2018. De-Democratisation and Rising Inequality: The Underlying Cause of a Worrying Trend. *Global Society* 32 (3): 344-364.

French, Howard W. 2010. "The Next Empire." *Atlantic Monthly*, May. 13p. [Here](#)

Ang, Yuen Yuen. 2018. Democracy with Chinese Characteristics. *Foreign Affairs* 97 (3): 39-48.

Week 5: October 3: Human Rights, Culture, Backlash

Required Readings (58 pages)

Howard-Hassmann, Rhoda E. 2005. The Second Great Transformation: Human Rights Leapfrogging in the Era of Globalization. *Human Rights Quarterly* 27 (1): 1-40. [Here](#)

Cheney, Kristen. 2012. Locating Neocolonialism, "Tradition," and Human Rights in Uganda's "Gay Death Penalty." *African Studies Review* 55 (2): 77-95. [Here](#)

Week 6: October 10 Pushback

Required readings (~50 pages)

Smith, Noah. 2014. "The Dark Side of Globalization: Why Seattle's 1999 Protesters Were Right." *Atlantic*, January 6. [Here](#).

Mudde, Cas, and Cristóbal Rovira Kaltwasser. 2018. Studying Populism in Comparative Perspective: Reflections on the Contemporary and Future Research Agenda. *Comparative Political Studies* 51 (13): 1667-1693. [Here](#).

Snyder, Jack. 2019. The Broken Bargain: How Nationalism Came Back. *Foreign Affairs* 98 (2): 54-60.

Weiss, Jessica Chen. 2019. How Hawkish Is the Chinese Public? Another Look at "Rising Nationalism" and Chinese Foreign Policy. *Journal of Contemporary China*: 1-17. [Here](#).

Week 7: October 17 The Political Life of Consumer Products

Required readings (62 pages)

Rivoli, Pietra. 2005. *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*. Hoboken, NJ: John Wiley & Sons, Inc. Selected pages.

Recommended reading

Neilson, Jeffrey, Bill Pritchard, and Henry Wai-chung Yeung. 2014. Global Value Chains and Global Production Networks in the Changing International Political Economy: An Introduction. *Review of International Political Economy* 21 (1): 1-8. [Here](#).

FALL BREAK October 21-25

Week 8: October 31 Consumer Products in the Global Economy

Group 1 and 2 present

Week 9: November 7 Consumer Products in the Global Economy

Group 3 and 4 present

Week 10: November 14 Consumer Products in the Global Economy

Group 5 and 6 present

Week 11: November 21 Consumer Products in the Global Economy

Group 7 and 8 present

Week 12: November 28 Global Politics in an Age of Crisis

Required Reading (60 pages)

Wolf, Martin. 2014. *The Shifts and the Shocks: What We've Learned - and Have Still to Learn from the Financial Crisis*. New York: Penguin. Ch. 1 "From Crisis to Austerity," Pp. 17-44.

Boruchoff, Judith A. 2019. Mexico-U.S. Migration and the Nation-State: A Transnational Perspective on Transformations since 1990. *The ANNALS of the American Academy of Political and Social Science* 684 (1): 43-59.

Detraz, Nicole. 2011. Threats or Vulnerabilities? Assessing the Link between Climate Change and Security. *Global Environmental Politics* 11 (3): 104-120.

Recommended Reading

Gardiner, Stephen M. 2010. Ethics and Climate Change: An Introduction. Wiley
Interdisciplinary Reviews: Climate Change 1 (1): 54-66.

Castles, Stephen. 2014. International Migration at a Crossroads. *Citizenship Studies* 18 (2): 190-207.

Carter, Adrienne, Dave Horn, Tiffany Hsu, and Mohammed Hadi. 2018. "The World of Today Brought to You by the Financial Crisis." *New York Times*. September 14. [Here](#).

Week 13: December 5

Conclusions: Global and Comparative Politics in 2019

Required Readings

Rodrik, Dani. 2018. *Straight Talk on Trade: Ideas for a Sane World Economy*. Princeton: Princeton University Press.

Ch. 1. "A Better Balance," pp. 1-15.

Ch. 2. "How Nations Work," pp. 16-47

Summary of Key Dates

Date	Topic	Assignment
September 5	What is this Class About?	Reflection Paper
September 12	The Making of "Global" Politics	
September 19	Creating a Global Economy	
September 26	Democracy and Development	
October 3	Human Rights, Culture, Backlash	
October 10	Pushback	
October 17	The Political Life of Consumer Products	
October 21-25	Fall Break – No Classes	
October 31	The Political Life of Consumer Products	
November 7	The Political Life of Consumer Products	
November 14	The Political Life of Consumer Products	Groups 1 & 2 Present
		Groups 3 & 4 Present
		Groups 5 & 6 Present
November 21	The Political Life of Consumer Products	Groups 1 & 2 Paper Due
		Group 7 Presents
November 28	Global Politics in an Age of Crisis	Groups 3 & 4 Paper Due
December 5	Global and Comparative Politics in 2019	Groups 5 & 6 Paper due
December 21		Group 7 paper due
		Take Home Exam Due

Academic Accommodations

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline 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. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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

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.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook

<https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

The course outline posted to the Political Science website is the official course outline.