

**PSCI 1200A**  
**Introduction to Political Science II: World Politics**  
**Tuesdays 11:35-1:25**  
**Please confirm location on Carleton Central**

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**Office Hours:** Tuesday 9:30-11:30

Thursday 9:30-11:30

**Course Description and Objectives**

PSCI 1200 is one of two introductory courses in Political Science. While PSCI 1100 focuses on democracy and politics within the nation-state, this course is designed to introduce you to the study of **global or world politics**.

This course is designed to address some of the biggest questions you may have about the world, the way it works, and the problems it faces. Most of the readings will come from your textbook, which organizes its chapters according to key questions, such as 'Why is the World Divided Territorially?', 'How do Religious Beliefs Affect Politics?' and 'Why does Politics turn to Violence?'. In thinking about these questions, and the answers to them, we will study many key ideas in the study of politics – like 'power', 'territoriality' and 'inequality', as well as concepts that are crucial to understanding *global* politics – such as 'security', 'conflict' and 'colonialism'. While we will learn about what is happening in the 'real world', we will focus on learning HOW to think about and study global politics. Throughout the course we will focus on 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.

Learning HOW to think, talk and write about global politics requires attention to a number of 'study skills'; on selected weeks we will address some practical matters in order to help you learn to become better critical thinkers, more efficient and effective readers, and clearer writers. By the end of the course you should have gained both skills and confidence regarding key theoretical and

methodological perspectives, as well as most of the important issues – such as security, political economy, and the environment – in global politics

### Course Structure

Each week there will be a two-hour lecture that all students are expected to attend. It is very important to come to the lecture each week, and LISTEN to the lecture. It is strongly recommended that you keep all electronic devices turned off and put away during the lecture. Listen to the lecture. If you want to take notes, do so with a pen and paper.

In addition, all students will be assigned to small tutorial groups. Tutorial groups meet weekly, and are led by a graduate teaching assistant. Teaching assistants are graduate students (at the MA or PhD level) in Political Science. Tutorial groups are designed as an opportunity for students to discuss the material from the readings and the lectures in small groups. Here is the place for you to bring your questions, comments, reflections and analyses of the course material.

### 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*. 2<sup>nd</sup> edition. London: Routledge, 2013.**

The textbook has a companion website that may be found here:

<http://www.routledge.com/cw/edkins-9780415684811/>

The website contains audiofiles from a number of the authors as well as useful links to other helpful websites.

All other readings for the course beyond the textbook are journal articles that are available on-line through the Carleton University Library Ares system. We will go over how to find these articles during the first week of classes.

### CU Learn

On-line components of this course will be managed through cuLearn. Please visit the cuLearn site at least once a week to receive the most current information pertaining to the scheduling of the course and required readings.

## Evaluation at a Glance

Tutorial Participation	15%
Quiz (Week 5 (Oct. 6) in tutorials)	10%
3 Reflection Assignments (due Sept 29, Oct 20, Nov 17)	30%
Essay Outline (due Dec. 1)	15%
Final examination (during exam period)	30%
<b>Total:</b>	<b>100%</b>

## Evaluation Explained

### Tutorial Participation (includes attendance) (15%)

Attendance is required at lectures and tutorials. To benefit from the course, it is essential that you read the assigned texts prior to lectures and tutorial meetings. Your tutorial participation will be evaluated based on the quality and quantity of your oral contributions, with greater weight given to quality.

**\*\*\*\*\*The use of laptops/iPads/phones during lectures is STRONGLY DISCOURAGED. You are strongly encouraged to LISTEN to the lecture, and take jot notes of key points with a pen and paper. The use of these devices during tutorials is NOT PERMITTED. The use of electronic devices during tutorials - which are designed to be discussions -- is distracting and disrespectful to others. If you require a computer to take notes during tutorials because of special accommodations, please speak to me or your TA about this.**

### Quiz (10%)

Students will take a short quiz at the beginning of their tutorial in the week of October 6. The quiz will consist of short questions (such as multiple-choice questions, true-false questions, short answers, etc.) There will be no make-up quiz. For students who miss the quiz and can provide a documented medical issue or family emergency, the exam will make up 40%, rather than 30%, of your final mark. Students who miss the quiz without a documented reason will receive a mark of 0.

### 3 Reflection Assignments (10 % each x 3 = 30%)

Students are required to complete three (3) reflection assignments. Students may choose which weeks' readings on which they wish to write; however, the first one must address either week 2, 3, or 4 (due Sept 29); the second must address either week 5, 6 or 7 (due Oct 20); and the final reflection must address either week 8, 9 or 10 (due Nov 17). Each reflection should be approximately one page (single-spaced, 12 point font) and should contain your thoughts,

comments, critiques, affirmations and questions on the week's readings. The response must have three parts:

1. First, you must indicate clearly what is important/compelling/thought-provoking about the MAIN ideas put forward in the readings.
2. Second, you must indicate what are the overlapping themes/issues/problems that relate to all the readings for that week.
3. Third, you must relate two or more ideas from the readings to issues or events you have recently heard about in the news. You must not just list these, but explain why they relate to the ideas in the readings/lectures for that week.

DO NOT summarize the readings; read them carefully, think about them, and then try to answer the questions above. These are NOT formal essays, and therefore they do not need a thesis statement. However, you must write clearly using proper sentences and paragraphs. If you refer to or quote from the readings or from news articles online, you should reference these. For readings, you should reference them using the author/date system. (Author surname, date and page number). Readings that are cited in your reflections should be listed in a Bibliography at the end of the essay. Students should also come prepared to share their reflections in class as part of the tutorial discussion.

### **Essay Outline (15%)**

All students are required to submit a formal essay outline. You will only create the outline; you will NOT write the essay. The idea is to get you thinking of how you would organize your thoughts and plan out an essay. This assignment is intended as practice for writing a good thesis statement. Students will create an original thesis upon which to build an essay outline. In creating this thesis, students should feel free to consult your TA or the professor.

### **5 Components of an Essay Outline:**

1. A Research Question (this MUST be a question).
2. A thesis statement (this MUST be a statement that provides a response or answer to the question. It must begin with 'In this essay, I will argue that ...').
3. Three supporting arguments (these back up your thesis and demonstrate why it is valid).
4. An annotated bibliography. This must contain at least 10 scholarly sources (other than texts used in the course). This means academic books, chapters in academic books and articles in refereed scholarly journals. Each source must be annotated with a 3-4 sentence description of the source and why it is relevant to your argument.

5. The outline should be approximately 4-5 pages. Grades for this assignment are assigned based on following the instructions rather than on page count.

(I will discuss this further and provide examples in class).

### **Final Exam (30%)**

Students will write a final exam during the official exam period in December. The final exam will have two parts. Part I will consist of short questions similar in style to those on the Quiz and covering the material since the Quiz. In part II, you will be asked to write an essay on a question pertaining to the whole term (to be chosen from a list of several topics).

**Submission of Written Assignments:** Students must submit hard copies of all written assignments to their TAs in the tutorial group on the dates specified above. 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 (e.g. from A- to B+) (Friday to Monday will count as one day!) 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.

**Office hours and e-mail:** If you wish to discuss any aspect of the course with me, please attend my office hours (posted above). If you cannot make it to my office hours, please see me in class to arrange an alternate meeting time. Please DO NOT e-mail me regarding questions you have concerning the course (unless it is a brief procedural or information-related question requiring a brief answer). Students are strongly encouraged to meet with me during my office hours to discuss the course and their progress.

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

#### **Week 1 (Sept 8)**

#### **Welcome to University and to PSCI 1200A!**

Todd Pettigrew, 'What is a University?', *Macleans*. March 7, 2011  
<http://www.macleans.ca/education/university/what-is-a-university/>

Today we will talk about studying at university. We will talk about Political Science, and this course. We will go through the course outline together, carefully. We will discuss the readings (and how to find them), the assignments, and the expectations.

## **Week 2 (Sept 15)**

### **Thinking about Global Politics**

#### **(Study Skills #1: How to Prepare and Participate)**

Jenny Edkins and Maja Zehfuss, 'Introduction' and Veronique Pin Fat, 'How do we begin to think about the world?' in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction, 2<sup>nd</sup> edition*. London: Routledge 2013, (Chapters 1 and 2, Textbook)

<http://www.washingtonpost.com/blogs/worldviews/wp/2014/01/13/40-more-maps-that-explain-the-world/>

Look at these maps and read the commentary attached to each. Think about the significance of what is portrayed in each map. (Focus particularly on maps 1, 7, 9, 10, 17, 18 and 30).

#### **Discussion Questions:**

1. What is the relationship between 'global politics' as an area of academic study and the 'global politics' of the 'real world'?
2. Why do we need to learn 'how' to study global politics?
3. What do you think are the main 'subjects' of global politics? (ie war, security, economy, poverty, etc.)
4. What do you think are the biggest problems facing the world today? Why?
5. What have you learned from these maps that you didn't know already?

## **Week 3 (Sept 22)**

### **How to think about IR and Global Politics: Introduction 'theory' and 'theories'**

#### **(Study Skills #2: How to 'Read' academic writing)**

Walt, Stephen M. (1998) "One World, Many Theories," *Foreign Policy* 110: 29-46.

Cynthia Weber (2006) Introduction: Culture, Ideology and the myth function in IR theory' in *International Relations Theory: A Critical Introduction*. London: Routledge.

### **Discussion Questions:**

1. Why do we need 'theory' to study global politics? Who 'uses' theory?
2. What does Weber mean by 'myths' and 'myth-making' in IR theory?
3. What is 'realism' and why has it been so dominant?
4. Why are some theoretical perspectives known as 'critical theories'? What does it mean to say that a theory is 'critical'?
5. Virtually all theories of IR/global politics take 'power' to be a major consideration. How do understandings of power differ in the different theories of IR?

### **Week 4 (Sept 29) (Last day to submit Reflection #1)**

#### **Thinking about 'the state': Territoriality, Borders and National Identity**

Stuart Elden, 'Why is the world divided territorially?' (Chapter 11, Textbook)

Elena Barabantseva, 'How do people come to identify with nations?' (Chapter 12, Textbook).

Roxanne Lynn Doty, 'Why is people's movement restricted?' (Chapter 10, Textbook)

### **Discussion Questions:**

1. What is a nation? What is a state? What is a nation-state? What is 'sovereignty'?
2. Why are territory and borders so important in global politics? What does it mean to say that territoriality is 'socially constructed'?
3. After reading these chapters, do you think that global politics is a system based on exclusion?

### **Week 5 (Oct 6)**

#### **Colonialism and Neo-Colonialism**

**(Quiz today in tutorials this week -- 30 minutes)**

Kate Manzo, 'Do colonialism and slavery belong to the past?' (Chapter 15, Textbook)

Naeem Inayatullah, 'Why do some people think they know what is good for others?' (Chapter 21, Textbook).

Sankaran Krishna, 'How does Colonialism work?' (Chapter 16, Textbook)

**Discussion Questions:**

1. What is meant by the term 'neo-colonialism'? What is 'postcolonialism'?
2. What is the legacy of modern colonialism?
3. What does it mean to say that colonialism and post-colonialism are sustained by both material (economic and military) and ideational (discourse and knowledge) forms of power? Give examples.

**Week 6 (Oct 13)**

**Violence in Global Politics**

Louise Amoore & Marieke de Goede, 'What Counts as Violence?' (Chapter 23, Textbook)

Joanna Bourke, 'Why does Politics turn to Violence?' (Chapter 22, Textbook)

**Discussion Questions:**

1. Do you agree with Clausewitz that war is 'the mere continuation of politics by other means'? Or are you more convinced by Arendt who argued that violence is the opposite of politics?
2. What is meant by the term 'invisible violence'?
3. Are some kinds of violence legitimate? How do we distinguish between legitimate and illegitimate violence?
4. What are the causes of war? Is 'militarism' a cause of war?
5. Describe the ways that state-sanctioned killing has been justified.
6. What is 'collective memory'?

**Week 7 (Oct 20) (Last day to submit Reflection #2)**

**Conflict and Intervention**

Anne Orford, 'How can we stop people harming others?' (Chapter 25, Textbook)

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

**Discussion Questions:**

1. Why do some conflicts seem intractable?
2. What are the relative merits and disadvantages of strategies of 'confrontation' and 'engagement'?
3. What is the role of other states in conflicts within or between states?
4. Why is Orford critical of the tendency to advocate resort to force as a means of protecting people – especially people in the 'Third World'?

**Oct. 26-Oct.30 - \*\* Fall Term Reading Week, classes suspended\*\***

**Week 8 (Nov 3)**

**Global Capitalism and Global Political Economy**

V. Spike Peterson, 'How is the world organized economically?' (Chapter 17, Textbook)

Ngairé Woods, 'International Political Economy in an Age of Globalization', in John Baylis, Steve Smith and Patricia Owens, eds., *The Globalization of World Politics: An Introduction to International Relations*. 5<sup>th</sup> edition. Oxford: OUP, 2011. pp. 246-261.

**Discussion Questions:**

1. What is economics? What is 'political economy'? Why are the benefits of a 'political economy' approach to the study of global politics?
2. What is 'Bretton Woods'?
3. Is globalization transforming the global political economy?
4. What is neo-liberalism? What are some of the effects of neo-liberalism?
5. What do 'gender' and 'feminization' have to do with GPE (global political economy)?

**Week 9 (Nov 10)**

**Poverty and Inequality**

**(Study Skills #3 - How to choose an essay topic and write an outline)**

Paul Cammack, 'Why are some people better off than others?' (Chapter 19, Textbook)

Mustapha Kamal Pasha, 'How can we end poverty?' (Chapter 20, Textbook)

**Discussion Questions:**

1. Why does wealth inequality – both within and between states – matter?
2. What is the difference between a focus on poverty and a focus on inequality? Which should be the focus of our efforts to understand and reduce?
3. Who are 'the poor'? What does Pasha mean when he writes '... the poor become 'the poor' only in the process of being classified as such' (440-441).
4. What is microfinance? Is it a long-term strategy for poverty-reduction?

**Week 10 (Nov 17) (Last day to submit Reflection #3)**  
**Identity, Universality and Difference in Global Politics**

Annick Wibben, 'Who do we think we are?' (Chapter 5, Textbook)

Peter Mandaville, 'How does religion affect politics?' (Chapter 6, Textbook).

Giorgio Shani, 'Who has rights'? (Chapter 27, Textbook).

**Discussion Questions:**

1. Why does identity matter in global politics?
2. What is 'intersectionality'?
3. Are human rights universal?
4. Should we think of 'religion' and 'politics' as separate spheres?

**Week 11 (Nov 24)**  
**Security**

Michael Dillon, 'What makes the world dangerous?' (Chapter 24, Textbook)

Lloyd Axworthy (2001) 'Human Security and Global Governance: Putting People First', *Global Governance*, 7: 19-23.

**Discussion Questions:**

1. How does the world become dangerous? Why is 'danger' such an important political currency?
2. What should be the main 'referent' of security studies or analysis – the state or the individual?

**Week 12 (Dec 1) (essay outlines due today)**  
**Global Environmental Politics (and exam review)**

Simon Dalby, 'What happens if we don't take nature for granted?' (Chapter 3, Textbook)

Carl Death, 'Can we save the planet' (Chapter 4, Textbook).

**Discussion Questions:**

1. Can we get beyond androcentrism in thinking about global politics?
2. What are the key challenges of global environmental governance?

**Academic Accommodations**

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The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**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 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. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> 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.