

GPOL 3000A
Themes in Global and Comparative Politics
Wednesday - 14:35pm to 17:25pm
Please confirm location on Carleton Central

Instructor: James Milner
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E-mails relating to the course will be sent to your Carleton Connect account, *not* via WebCT. Also, please use your Carleton Connect account when sending an e-mail to the instructor and include the course code in the subject line.

First class: 15 September 2010
Last class: 1 December 2010

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

Course objectives:

The theory and practice of 'global politics' has evolved dramatically in the past two decades, from a relatively focused consideration of the interaction primarily of states to a much broader field, encompassing a growing range of actors and their interaction in and around a proliferating number of issue areas. In response to these dynamics, the purpose of this course is to consider the changing principles and practice of global politics through a critical examination of key actors and major themes.

The course will begin with a consideration of the factors and interests that help explain the role of a state (Canada), an international organization (the United Nations) and non-governmental organizations (NGOs) in global politics. These factors and interests will then be applied to five issue areas that dominate the study and conduct of global politics: security, international political economy, development, human rights and humanitarian action, and global governance. Through a series of lectures, seminars and debates, students will grapple with the range of factors that help explain outcomes and impasses in each of these issue areas. Students will also explore the challenges of developing integrated responses to particular crisis situations and the role that individuals have played in the shaping and evolution of particular international actors.

In preparation for the internship placements (GPOL3100), this course will also include the introduction and development of particular professional skills prevalent in the work of government agencies, international organizations and NGOs engaged in issues relating to global politics. This combined focus on actors, issues and practical skills is intended to enhance the student's individual ability to critically engage with the ever-evolving principles and practice of global politics.

Course outline:

The course is divided into three sections:

Section 1 will consider the histories and dynamics of particular actors in global politics. First, the course will consider the role of states in global politics, with a particular focus on Canada's foreign policy and international personality. Second, the course will consider the role of international organizations in global politics, with a particular focus on the history and politics of the United Nations and its ancestors. Finally, this section of the course will debate the place of NGOs in global politics, their independence of state interests, and their impact on the evolution of global politics in particular issue areas. Instruction during this section will be primarily through lectures and class discussion.

Section 2 will build from this background to critically examine five issues areas that dominate the study and practice of global politics: security, international political economy, development, human rights and humanitarian action, and global governance. Students will be divided into roles, as outlined below, to engage with these issue areas from the perspective of states, international organizations and NGOs. Drawing from the required readings and their own research, students will present on a specific topic from the perspective of the actor they represent. Instruction during this section of the course will be primarily through seminar discussions led by students.

Section 3 will engage with the themes and dynamics raised during the course through a consideration of the challenges of developing 'integrated', 'whole-of-government' or 'joined-up' approaches to global politics. During this section, students will also consider the practicalities of integrated responses through the case study of a recent crisis situation and the drafting of a joint policy memo. The course will conclude with a consideration of the role of individuals in the practice of global politics.

Through these three sections of the course, students will be expected to develop a deeper understanding of the interests and constraints on particular actors in global politics, how these interests and constraints affect outcomes in particular issue areas, and how particular skills and approaches may enhance or impede the prospects of findings solutions to a contemporary crisis situation.

Requirements:**Individual research: 60%**

Essay proposal (due: 6 October):	10%
Seminar presentation (Weeks 5 to 9):	15%
Research essay (due: 17 November):	35%

Professional skills: 25%

Literature review (due: 3 November):	10%
Briefing note (due: 24 November):	5%
Joint policy memo (due: 1 December):	10%

Participation: 15%

As per **early feedback** guidelines, the essay proposal must be submitted on or before **6 October 2010**. Proposals will be returned to students the following week.

Please note that there are three assignments for this course due in **successive weeks** at the end of the course. Students are encouraged to budget their time accordingly.

Late penalties: All assignments submitted after the due date will be penalized by 5% of the 100% assignment grade per 24 hours. Exceptions to this policy will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation.

Late papers must be submitted via the drop box in the Department of Political Science, as outlined below. The departmental drop box cut off time is 4pm. Any assignments submitted after 4pm will be date stamped for the following weekday.

There is **no final exam** for this course. Instead, students are required to actively engage in reading, writing and participation throughout the term through three elements:

Individual research: The core requirement of the course will be for students to identify and develop a particular research focus. As will be discussed in the first class meeting, this research focus should relate to one of the **five themes** examined in section two of the course (security, international political economy, development, human rights and humanitarian action, and global governance) from the perspective of **one of the actors** examined in section one (states; international organizations; and non-governmental organizations). For example, a student may want to develop a research focus relating to security from the perspective of the state, development from the perspective of an international organization or human rights from the perspective of an NGO. Students must sign-up for their research focus on WebCT by **29 September**.

Students will then be required to submit a 3 to 5 page essay proposal, inclusive of an annotated bibliography, on their selected issue at the start of class on **6 October**. Starting on **13 October**, each student will be required to help lead a seminar examining the weekly theme as detailed in the course outline. Requirements of the seminar presentations will be discussed in more detail at the start of the course. Building from the proposal and the seminar presentation, students will be required to submit a 12 to 15 page paper at the start of class on **17 November**.

Professional Skills: In preparation for GPOL 3100, students will also be expected to develop particular professional skills during the course. As detailed in the course outline, class time will be devoted to introducing the skill to the students. Students will then be expected to apply the skill to a particular issue or theme during the course. **To help manage workload, students are strongly encouraged to consider the same issue for their individual research and the professional skills section of the course.**

Skills considered during this course include: preparing a literature review (due **3 November**); drafting a briefing note (due **24 November**); and collaborating with other students to draft a joint policy memo in response to a case study of a recent crisis situation (due **1 December**). Class time will be provided for the group exercise.

Participation: 15% of the final grade is for participation. Students are expected not only to attend class meetings, but engage in class discussion. While this is a large class, it will be run as a seminar. As detailed below, students are expected to complete the required reading for each class and identify their own reading for the week, bring that reading to class and be prepared to discuss it. Students are also expected to follow

international news and participate in class discussion of significant events. To facilitate this discussion, students may wish to subscribe to the daily news updates from the BBC (<http://news.bbc.co.uk>) or a similar news service.

Readings:

There is no required text for this course. Instead, required readings will be posted as files on WebCT or will be available through the Carleton University Library system.

On-line journals may be accessed through the Carleton Library portal:

<http://www.library.carleton.ca/eresources/databases.html>

E-books may also be accessed through the Carleton Library portal by selecting 'E-Book' from the drop-down menu at: <http://catalogue.library.carleton.ca/>

Please note: In addition to the required readings for each week, students are expected to independently identify an additional reading for Weeks 3 to 9, as indicated below. Additional readings may be from other courses, media sources, peer reviewed journals, or publications from governments, international organizations or NGOs. Recognizing the diversity and breadth of the topics addressed in this course, the additional reading requirement is an opportunity for students to concentrate on their own interests within each weekly topic and to contribute that interest to class discussions. Student should bring their additional reading to class, and will be expected to contribute the perspective of their additional reading to class discussions.

Provisional outline of course topics:

Below is a *tentative* weekly breakdown of the course, skills sessions, due dates and required readings.

The scheduling of topics and readings may change during the course of the term.

Please consult WebCT regularly for updates to this list of weekly topics and readings, in addition to information about the course.

Week 1

15 September 2010: Introduction: The principle and practice of global politics

No required readings

Week 2

22 September 2010: Canada and global politics

Skills session: Essay proposal

Kim Richard Nossal, Stéphane Roussel and Stéphane Paquin, *International Policy and Politics in Canada*, Toronto: Pearson, 2011, selections (on WebCT).

Government of Canada, *Canada's International Policy Statement: A Role of Pride and Influence in the World (Overview)*, Ottawa: Government of Canada, 2005 (on WebCT).

Jeff Davis, "Liberal-Era Diplomatic Language Killed Off", *Embassy*, 1 July 2009,

http://www.embassymag.ca/page/printpage/diplomatic_language-7-1-2009

Week 3

29 September 2010: International organizations and global politics

Deadline to sign-up for research focus on WebCT

Skills session: Media analysis

Robert O. Keohane, "The study of political influence in the General Assembly", *International Organization*, Vol. 21, no. 2, 1967 (available through electronic journals).

David Malone and Lotta Hagman, "The North-South Divide at the United Nations: Fading at Last?", *Security Dialogue*, Vol. 33, no. 4, 2002 (available through electronic journals).

Plus one reading to be identified by the student, and brought to class for discussion.

Week 4

6 October 2010: Non-governmental organizations and global politics

Due: Essay proposal

Skills session: Literature review

Ole Jacob Sending and Iver B Neumann, "Governance to Governmentality: Analyzing NGOs, States, and Power", *International Studies Quarterly*, Vol. 50, no. 3, September 2006 (available through electronic journals).

Kim D. Reimann, "A View from the Top: International Politics, Norms and the Worldwide Growth of NGOs", *International Studies Quarterly*, Vol. 50, no. 1, March 2006 (available through electronic journals).

"Amnesty International", *The Economist*, 30 May 2009 (on WebCT).

Plus one reading to be identified by the student, and brought to class for discussion.

Note: For an excellent example of a literature review, see: Kofi Kobina and Leilla Cranfield, "Literature Review: Urban Refugees", Refugees Branch, Citizenship and Immigration Canada, September 2009 (on WebCT).

Week 5

13 October 2010: Security

Start of student seminar presentations

Jessica Matthews, "Redefining security", *Foreign Affairs*, Vol. 68, no. 2, 1989 (available through electronic journals).

Pádraig Carmody, "Transforming globalization and security: Africa and America post-9/11", *Africa Today*, Vol. 52, no. 1, 2005 (available through electronic journals).

Plus one reading to be identified by the student, and brought to class for discussion.

Week 6

20 October 2010: International political economy (student seminar presentations)

Skills session: Briefing notes and joint policy memo

Stephen D. Krasner, "State Power and the Structure of International Trade", *World Politics*, Vol. 28, No. 3, April 1976. (Available through electronic journals)

Michael Mastanduno, "System Maker and Privilege Taker: US Power and the International Political Economy", *World Politics*, Vol. 61, o. 1, January 2009. (Available through electronic journals)

"BRICs, emerging markets and the world economy", *The Economist*, 20 June 2009 (on WebCT)

Plus one reading to be identified by the student, and brought to class for discussion.

Week 7

27 October 2010: Development (student seminar presentations)

Ngairé Woods, "The shifting politics of foreign aid", *International Affairs*, Vol. 81, no. 2, March 2005 (available through electronic journals).

David Williams, "Aid and sovereignty: quasi-states and the international financial institutions", *Review of International Studies*, Vol. 26, no. 4, 2000 (available through electronic journals).

Plus one reading to be identified by the student, and brought to class for discussion.

Week 8

3 November 2010: Human rights and humanitarian action
(student seminar presentations)

Due: Literature review

Alex Bellamy, "Whither the Responsibility to Protect? Humanitarian Intervention and the 2005 World Summit", *Ethics and International Affairs*, Vol. 20, no. 2, 2006 (available through electronic journals).

Gil Loescher, "The UNHCR and World Politics: State interests vs. institutional autonomy", *International Migration Review*, Vol. 35, no. 1, Spring 2001 (available through electronic journals).

Plus one reading to be identified by the student, and brought to class for discussion.

Week 9

10 November 2010: Global governance (student seminar presentations)

Mats Berdal, "The UN Security Council: Ineffective but Indispensable", *Survival*, Vol. 45, no. 2, 2003 (available through electronic journals).

Elizabeth R. DeSombre, "Chapter 2: United Nations environmental machinery" in *Global Environmental Institutions*, New York: Routledge, 2006 (on WebCT).

"Climate change after Copenhagen", *The Economist*, 2 January 2010.

Plus one reading to be identified by the student, and brought to class for discussion.

Week 10

17 November 2010: “Integrated” approaches to global politics

Due: Essay

Patrick Travers and Taylor Owen, *Peacebuilding While Peacemaking: The Merits of a 3D Approach in Afghanistan*, UBC Center for International Relations Security and Defense Forum Working Paper No. 3, 2007 (on WebCT).

Gil Loescher and James Milner, “Understanding the challenge”, *Forced Migration Review*, Issue 33, September 2009 (<http://www.fmreview.org/protracted.htm>).

Adèle Dion, “Comprehensive solutions: a ‘whole-of-government’ approach”, *Forced Migration Review*, Issue 33, September 2009 (<http://www.fmreview.org/protracted.htm>).

Week 11

24 November 2010: Group assignment: Joint policy memo

Due: Briefing note (submit by e-mail)

Case study readings will be posted on WebCT by 17 November 2010.

Week 12

1 December 2010: Conclusion: Global politics and the role of individuals

Due: Joint policy memo

Samathan Power, *Chasing the Flame: Sergio Vieira de Mello and the fight to save the world*, New York: The Penguin Press, 2008, selections (on WebCT).

Marrack Goulding, *Peacemonger*, London: John Murray, 2002, selections (on WebCT).

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 15 2010 for December examinations and March 11 2011 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).

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.

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.

Course Requirements: Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

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, visit our website at 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.