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Fall 2008, T, TH 9.25- 10.40 (103.003)

T, TH 10.50- 12.05 (103-004)

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Office hours: 11-12 Pm Monday

1.30- 2.30 pm Wednesday

also by appointment

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## World Politics (103.003 & 103.004)

### Course Description

This course examines the dynamics of international politics, including in-depth coverage of relevant actors, the nature of the state system, cooperation and conflict, global economic interdependence, international institutions, and issues such as the role of human rights, population control, the environment, ethnic conflict, and women and development in international affairs. This semester we will specifically focus on the globalization phenomena and its varying impact on the developed and developing worlds.

### Course objectives and skills

This course is designed with three primary objectives in mind. First, to introduce students to the theoretical underpinnings guiding international relations inquiry. Secondly, to expose students to the practical applications of theoretical concepts in contemporary world events. Thirdly, to develop and enhance the following skills:

- \*\* reading and critical comprehension (through timely reading of articles using reading guides and in class reading quizzes)
- \*\* oral communication and presentation abilities (through class discussion, as well as taking-sides debates)
- \*\* effective writing and development of arguments (through essay exams and taking sides)
- \*\* comprehension of other's views and capacity to formulate, defend one's own position (through Reading, class discussions, extra-credit exercises, taking sides and essay exams)
- \*\* library research and locating relevant sources (through preparing for taking sides presentations)
- \*\* cooperative work and learning (through taking sides preparation and in class debates)
- \*\* time management and personal responsibility (through set-up of entire course)
- \*\* Critical analysis and thinking (through reading, discussion, and lectures of course material)

### **Readings:**

All readings and assignment handouts, are available on ERes located on the library's web page. The password for accessing this material is wpf08

### *Course Requirements*

I. **Class Participation counts for 40 % of your final grade:** 15% counts towards in class reading quizzes (there will be approx.12 reading quizzes. The ten best scores will be counted). 5% will go towards taking side participation and class video discussions. The other 20% is garnered from your presentation of the taking sides group debate (further details on how to prepare for taking-sides is available on ERes designated as Handout no. 2). **Remember**, active student participation in class discussion is imperative. Students, therefore, are required to come to class having read the assigned readings critically. (Note that you cannot participate if you are not present!)

II. There will be **two in class exams, one take home final exam.**

The two in class exams (20 % each) will all consist 10 term identifications and one essay question. **The take home exam will consist of two essay questions. The First exam is scheduled for Thursday Sept. 25<sup>th</sup> and the Second Exam is scheduled for Tuesday November 11<sup>th</sup>. The take home final exam is**

**due Monday December 15<sup>th</sup> by 11 am in the Political Science department on the corner of Wentworth and Coming (no electronic copies of exams will be accepted. All take home final exams are to be submitted in hard copy format.)**

**\*\* Note: Class begins on time. Students entering class 5mins after class has began will not be allowed to take in class reading quizzes. There will be no opportunities to make up missed quizzes.**

**\*\*Note: Failure to show up to class on the assigned day for your in class exams, without a valid excuse (which is entirely at the discretion of the instructor), will automatically result in an F. Also failure to notify the instructor within 24 hours of your absence from an exam will also result in an F.**

**\*\*Note: Please ensure that all Cell phones, hand-held electronic devices, pagers, and alarms are turned off before entering the class room. Also please be advised that failure to refrain from engaging in text-messaging will automatically require you to leave the classroom. Failure to adhere to any of these rules will result in you being reported to the Honor's Board and the possibility of suspension from the College.**

**\*\*Note: If you have a disability of any kind- learning, physical, psychological- which requires accommodation, please let me know early so that your learning needs can be appropriately met.**

**\*\* Note: You are expected to keep abreast of international events and issues by following the news (via national and international newspapers available on the web, and also by reading relevant internet sites)**

**\*\*In order to facilitate class discussion and also to ensure you do well on your exams it is strongly recommended that you take notes while you are reading the assigned class material. Noted under each assigned reading for the day of class are reading guide questions that you should be able to answer after you are finish reading the assigned articles. In other words the reading guide serves to highlight the relevant information. Additionally, think of the reading guide as a guide for in class quizzes.**

**\*\*Note: Extra Credit; This semester there are a number of events promoting Global Awareness on campus. Extra credit will be offered for attending a maximum of 3 (three) events. For each event you are required to (1) summarize briefly what happened or what you did, what you heard or saw or experienced; (2) relate the ideas discussed or portrayed at the event to a class discussion and or articles read in class; (3) finally you are expected to react to the event by relating what your overall impressions, position, and or strengths and weaknesses of the ideas presented. No less than 2 pages no more than 3 pages typed double spaced (with 1 inch margins) will be accepted. For each extra credit assignment you can receive a maximum of 3 points (providing of course you meet all of the requirements). Hence you stand the chance of receiving 9 extra points which will be added on to your final grade at the end of the semester. You may submit extra credit assignment through-out the semester at anytime. However, all extra credit submissions must be made by the last day of class. ( Events, times and locations will be announced later)**

**Grading Scale : A: 100-93, A- : 92-90, B+: 89-88, B: 87- 83, B-: 82-80, C+: 79- 78, C: 77- 73, C-: 70-72, D+: 69-68, D: 67- 63, D-: 62-60, F: 59 + Below**

***Course Outline (the instructor reserves the right to make changes to this outline)***

## **August**

26- (T)

**Introduction** (course overview)

28- (TH) **What is World Politics? Why study It?**

**Reading**

**Assignment :-** \*John Rourke “Thinking and Caring about World Politics.”

**Reading Guide:** **What is politics? Why should ordinary citizens be concerned about politics and world politics? What does it mean to live in an intermestic era? What are some of the positive and negative consequences of the global trade for united States Citizens? What are some the ways in which the United States participation in world affairs might affect you as a student? Is it possible as an individual to make a difference in politics?**

## September

2- (T) **How is World Politics Studied by Scholars : Three major approaches; What do They tell us - main concepts, key assumptions. Realism**

**Reading**

**Assignment :-** \*John Rourke “Thinking and Caring about World Politics.”  
reread Pages 23-31

\* Tim Dunne and Brian Schmidt “Realism”

\* Steven Lamy Neo-realism and Neo-liberalism

**Reading Guide:** **who are the major actors according to the Realism/Neo-Realism approach and why? What is the argument made by the Realism/neo-realism approach as to why a state’s main concern should be about national security? What is meant by the term Anarchy in the international system? What is the key difference between the classical and structural realists?**

4- (TH) **How is World Politics Studied by Scholars : Three major approaches; What do They tell us - main concepts, key assumptions. Liberalism**

**Reading**

**Assignment :-** \*Tim Dunne “Liberalism”

\* \* Steven Lamy Neo-realism and Neo-liberalism

**Reading Guide:** **Who are the major actors according to the liberalism and neo-liberalism approach and why? What is the argument made by the liberalism/neoliberalism as to why cooperation is necessary for states to achieve? What is the key difference between liberalism of privilege and radical liberalism? Why are institutions important to neo-liberal institutionalist ? What role do regimes play according to the neo-liberal institutionalist?**

9 (T) **How is World Politics Studied by Scholars : Three major approaches; What do They tell us - main concepts, key assumptions. Marxism**

**Reading**

**Assignment :-** \*Stephen Hobden and Richard Wyn Jones: Marxist Theories of International Politics

**Reading Guide :** **who are the major actors according Marxism perspective and why? According to the World System strand of Marxism how is the international system structured? Why according to Gramsci is Marx’s theory of revolution flawed?**

11 (TH) **Taking Sides : Has U.S. Hegemony Rendered The United Nations Irrelevant?**  
*Reading* Tom De Weese, from “The Time is Now” (Group 1 A) Yes ERes taking sides no. 1  
*Assignment:* Shashi Tharoor, from “Is the U. N. Still Relevant.” (Group 1 B) No  
(Instructions for All *Taking Sides* debates are available on ERes designated by Handout # 2 Taking Sides)

16 (T) **World Systems Approach : Inequality within and between states.**

*Reading*

*Assignment :-* \*Galtung, “A structural theory of imperialism,”  
\*Goldsmith, “Empires without armies.”

*Reading Guide:* How would you define imperialism? Why is the concept of imperialism central to understanding of Marxism? How does Galtung define economic imperialism? What empirical evidence does Goldsmith offer of economic imperialism? How does Galtung define political imperialism? What empirical evidence does Goldsmith offer of political imperialism? Why does Goldsmith equate “development” with imperialism?

18 (TH) **Alternative Orientations and Approaches to studying World Politics:  
Transnationalism, Postmodernism, Constructivism, Feminism.**

*Reading*

*Assignment:-* “Transnationalism.”

*Reading Guide:* What is the major criticism the postmodernist, constructivist and feminist share about the traditional approaches of realism and liberalism? What do the postmodernist mean by the idea that world politics needs to be deconstructed? Think of some labels that you use everyday and the values that are attached to those labels, what do those labels and values attached communicate? Why does feminism take issue with the traditional approaches to world politics? How does the feminist approach to world politics differ from the traditional approaches? How might all three of these alternative approaches extend our understanding of political identity?

23 (T) **20 Terms Due /Review**

25 (TH) **First In Class Exam**

30 – (T) **Globalization: What is it?**  
**Video Presentation and discussion**

*Reading*

*Assignment:-* Mark Kesselman, “Globalization as a Contested Terrain.” Chapter 1

*Reading Guide:* How would you define globalization? What is the relationship between globalization and capitalism? What are the four sources driving globalization? What is meant by the normative implications of globalization?

## October

2 – (TH) **Economic Globalization**

*Reading*

*Assignment:-* Thomas L. Friedman, “The Lexus and the Olive Tree.”  
Thomas L. Friedman, “ It’s a flat World After All.”  
Richard Florida”The World is Spiky”

*Reading Guide:* Why are government’s subjected to the Golden Straitjacket in the present globalized world? What is the difference between the concept of the Golden Straitjacket and Synchronized Swim ming? How

does the concept of the Electronic Herd apply to the globalized economy? Do you agree that government's have no autonomy in today's globalized world? What factor(s) does Friedman view as the key to the world being flat? What does Florida mean by the "world is spiky?" What fact(s) does Florida utilize to challenge Friedman's idea "one does not have to emigrate to innovate?" Which argument do you think is more valid?

7- (T) Video presentation :Commanding Heights Series

## 9- (TH) Economic Globalization Continued/ Implications for Inequality

### Reading

**Assignment:-** Paul Krugman, "In Praise of Cheap Labor: Bad Jobs at Bad Wages are Better than No Jobs."  
Cynthia Enloe, "The Globetrotting Sneaker."

**Reading Guide:** From an economist's point of view why are sweatshops seen as a good thing? What are the perceived negative consequences of imposing global labor standards? What are the key strategies corporations employ to remain globally competitive? How does the process of subcontracting facilitate top name brand companies avoiding responsibilities of worker abuses? Why are women and not men primarily employed by corporations? What strategies if any can workers utilize to confront big multinational corporations ?

14 - (T) **Fall Break No Class**

## 16 (TH) Taking Sides: Should We Sweat About Sweatshops?

### Reading

**Assignment:-** Richard Appelbaum, "The Campus Anti-Sweatshops ." (Group 2 A) Yes **ERes taking sides no.2**  
Nicholas D. Kristoff, "Two Cheers for Sweatshops." (Group 2 B) No  
**(Instructions for All Taking Sides debates are available on ERes designated by Handout # 2 Taking Sides)**

## 21- (T) Political Globalization

### Reading

**Assignment:-** Cohn, "Managing the Global Economy Since World War II,"

**Reading Guide:** Which three main groups are responsible for managing the global economy? What is the major function of the IMF? What is the major function of the World Bank? What is the major function of GATT? What was it replaced by? Based on the decision-making structure (in terms of voting power) why might developing countries consider the IMF and World Bank undemocratic institutions? What is UNCTAD and the NIEO? Why were they unsuccessful?

23 - (TH) Video presentation :Life and Debt

## 28 - (T) Political Globalization Continued: Implications for Developing Countries

### Reading

**Assignment :-** Smith and Moran, "WTO 101: Myths About the World Trade Organization," pp 60-67.  
World Trade Organization, "Seven Common Misunderstandings about the WTO."  
Joseph Stiglitz, "Social Justice and Global Trade."

**Reading Guide:** According to Smith and Moran why is "It's About Free Trade," a myth? How would the WTO respond to Myth #1? According to Smith and Moran why is "It Promotes Equitable Access to a Rule-based Trading System," a myth? How would the WTO respond to Myth # 2? According to Smith and Moran why is "It's Democratic," a myth? How would the WTO respond to Myth # 3 ? According to Smith and

Moran why is “ It’s Good for the World’s Poor,” a myth? How would the WTO respond to Myth # 4? According to Smith and Moran why is “Labor and Environmental “Side Agreements” Can Solve the Current Crisis,” a myth? How would the WTO respond to Myth # 5 ? According to Smith and Moran why is ‘There is No Alternative,’ a myth? How would the WTO respond to Myth # 6? Why is free trade in realm of agriculture viewed as a means for the rich to exploit the poor? Are there any benefits when developing countries become integrated into the global economy?

30- (TH) **Taking Sides: Are Patents on HIV/AIDS Drugs Unfair to Poor Countries?**

*Reading*

*Assignment:-* Doctors Without Borders “Equitable Access...” (Group 3 A) Yes  
Alan F. Holmer “The case for innovation...” (Group 3 B) No

(Instructions for All *Taking Sides* debates are available on ERes designated by Handout # 2 Taking Sides)

## November

4- (T) **Cultural Globalization**

*Reading*

*Assignment:* Helena Norberg-Hodge. “The pressure to modernize and Globalize.”  
Watson, “ McDonald’s in Hong Kong.”  
Stephen Marglin, “Development as Poison: Rethinking the Western Model of Modernity.”

Reading Guide: How does the experience of McDonald’s customers in Hong Kong resemble and differ from that of their counterparts in the West? How does Watson use his case study to argue that “transnational is the local”? What assumptions about cultural globalization does Watson challenge? What are some of the advantages and disadvantages of traditional cultures, like the Ludakh, coming into contact with the expansion of capitalism on a global scale? What constitutes the Western Model of Development? Is the Western model of development transferrable to the developing world? Based on the readings can capitalism tolerate cultural diversity?

6- (TH) **Taking Sides: Is the World a Victim of American Cultural Imperialism?**

Reading George Monbiot, from “Thanks to Corporations Instead of Democracy we get Baywatch  
Assignment: (Group 4 A) Yes **ERes taking sides 4**

Philippe Legrain, from “In Defense of Globalization (Group 4 B ) No  
(Instructions for All *Taking Sides* debates are available on ERes designated by Handout # 2 Taking Sides)

## 20 Terms Due

11 - (T) **Second in Class Exam**

13- (TH) **Global/Local Issues**

*Reading* **Global / Local Problems // Human Rights**

*Assignment :-* Sen, “Universal Truths: Human Rights and the Westernizing Illusion,”  
Brown , “Introduction; What are Human Rights.”  
Azar Nafisi, “Women’s Rights- Not Just for Westerns.”

Reading Guide: How does Brown define Human Rights? Why are Human Rights in the West associated with Negative Rights? And Why are human Rights in the Non-Western countries associated with Positive Rights? Is one more important than the other? What are Asian Values? What are Universal Human Rights? What is meant by Cultural Relativism with regards to human rights? Based on Sen’s article what is the tension that

emerges between Universal Human Rights and Cultural Relativism? Why does Nafisi's believe that women's rights are Universal and not geographically or culturally determined? Can universal human rights ever exist or is everything culturally relative?

18 – (T) ***Taking Sides*: Should Female Genital Cutting Be Accepted as a Cultural Practice?**

**Reading**

**Assignment:-** Fuambai Ahmadu, from “Rites and Wrongs ” (Group 5 A) Yes ERes taking side no. 5  
Population Reference Bureau, from “Abandoning Female Genital Cutting” (Group 5 B) No  
(Instructions for All *Taking Sides* debates are available on ERes designated by Handout # 2 Taking Sides)

20– (TH) **Global/ Local Problems // Population & Environment**

**Reading**

**Assignment :-** Longamn, “The Global Baby Boom.”  
Knudson, “Shifting the Pain ,”  
Brown and Flavin, “A New Economy for a New Century,”

**Reading Guide:-** What are the basic characteristics and trends of the world population? List five ways population aging works against innovation? How is the worker pressured when rearing a child? How might high consumption rates in the developed world contribute to environmental degradation in the developing world? Why does Brown and Flavin feel that the western economic model ( the neo-liberal economic) if followed by the rest of the world (becoming a global model) would led to catastrophe? Why does Brown and Flavin think we need to redefine progress? What is the “blue print for success and why is it necessary?

25– (T) ***Taking Sides* “Should the International Community Attempt to Curb Population Growth in the Developing World?”**

**Reading**

**Assignment :-** Robert McNamara “The Population Explosion.” (Group 6 A) Yes ERes taking sides no. 6  
Steven W. Mosher, “McNamara’s Folly: Bankrolling Family Planning.” (Group 6 B) No  
(Instructions for All *Taking Sides* debates are available on ERes designated by Handout # Taking Sides)

27– (TH) **Thanksgiving Break — No Class**

## December

2– (T) **Women and the Global Political Economy**

**Reading**

**Assignment :-** Ruth Levine, “Educating Girl, Unlocking Development.”  
Ann Jones, Women and Warlords.”  
Joshua Hamer, “Healing Power.”  
Isobel Coleman, “Women Islam, and the New Iraq.”

**Reading Guide:** List five development outcomes governments can engage in to better girls education? List the three components of the learning agenda that co-ordinated cross agencies can generate for the education of girls? List three factors that work against women successfully participating in the Afghan government? List two innovations that might be generated for women across Africa if the ministerial position of “Minister of Education and Gender,” as created in Liberia, was created throughout the continent? What threatens women’s political participation in Iraq?

4 - (TH)

**Taking Sides: “Is the convention on the Elimination of All Forms of Discrimination  
Against Women Worthy of Support?”**

**Reading**

**Assignment:-**

Harold Hongju Koh, “Statement Before the Committee on Foreign Relations.” (Group 7 A) Yes  
Christina P. Hoff-Sommers, “Statement Before the Committee on Foreign Relations” (Group 7 B)

No ERes taking sides no. 7

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**Last day of class/ Take-home exam handout**