

# **POLI-2611-FA: World Politics**

## **Course Outline**

Fall 2019

Instructor: Dr. Zubairu Wai

Office: RB-2041

Hours: Tues. & Thurs 1:00pm – 2:30pm (or by appointment)

Email: zubawai@lakeheadu.ca

**Meeting: Tuesday & Thursday, 10:00AM-11:30AM, BB-2006**

### **Course Description**

We live in an era of unprecedented global transformation seen, for example, in a worsening ecological crisis, the rise of neo-fascist movements and repressive governments around the world, the upsurge in political violence, erosion of rights and intensification of surveillance regimes, increasing crises of poverty and hunger in an era of unprecedented wealth, and transformation of world order as emerging powers, especially an emerging China and a resurgent and more assertive Russia challenge existing world order signalling the end of a unipolar world order based on US hegemony. How do we make sense of these intense processes and changes? What conceptual lenses may allow us to grasp the significance of these changes and their implications for World politics? What are the main drivers of these processes and what are their short, medium, and long-term implications? Do race, gender, coloniality have any role in these processes? The aim of this course is to provide a broad critical introduction to world/global politics both as an academic field of study and a site for the production and manifestation of global power and politics, conflict and cooperation, violence and domination. It provides a broad critical, historical, and theoretical overview of the field by focusing on some of the key issues and debates, the historical constitution and transformation of the global politics, the environment in which global relations are produced and regulated, and the forces and processes that produce and guide them. It is intended help students develop critical conceptual and analytical tools for interpreting and understanding the international, the power relations that constitute it, and the processes, agencies and forces that define its reality. The intent is to think critically about what goes on in the world, by examining the nature and character of contemporary global politics, tracing how we got to this point, and where we are likely to go next. It invites us to think global processes in terms of power and politics and their implications for everyday social and political life. This course is thus intended to help students develop critical conceptual and analytical skills that enable them to understand the world in which we live, to place both local and global events and processes in larger historical, analytical and conceptual frameworks. Finally, it seeks to open up spaces for interrogating global power in

ways that demand more integrative, critical, and imaginative approaches to thinking as well as doing.

### **Learning Objectives**

By the end of the course, students should:

- Have a critical and broad understanding of world politics and the historical forces that have shaped it.
- Understand the nature of the global system, its structural features, historical transformations, and their implications for states and societies;
- Be conversant with the dominant debates in world politics and have the conceptual and theoretical language to critically analyse global issues and processes;
- Understand the relationships between states, markets, social forces and global power and their implications;
- Be able to place both local and global events and processes in larger historical, analytical and conceptual frameworks and understand the nature, forces, and agents of contemporary processes of globalisation.
- Have a critical understanding of the power-knowledge regimes that shape discourses on and about world politics
- Appreciate the historical connections between the North and South and the role of race and coloniality in world politics and their implications for contemporary realities of global inequality, violence and domination.

### **Course Format, Requirements, and Evaluation**

The method of instruction will be lectures. Weekly lectures will focus on identified topics listed in the course schedule (see below). Lectures are not summaries of the assigned readings and should not be treated as such. Attendance and participation are crucial for success in the course. To that effect, students are required to regularly attend classes, do the assigned readings before coming to class and take part in class discussions. In addition, they are required to submit a written essay on a topic that they choose, and complete two exams (a mid-term and final exam).

The final grade will be weighted as follows:

Attendance & Participation:	20%
Midterm exam:	20%
Term Paper:	30%
Final Exam:	30%

#### **Attendance & Participation (Cumulative): 20%**

Attendance and participation are crucial for success in the course. All students are required to regularly attend classes, do the assigned readings before coming to class and take part in class discussions. A register of attendance will be kept throughout the duration of the course.

**Exams: 50%:**

**(i) Mid-term exam (worth 20%):** will be conducted in class on **Thursday, October 24**. It is an hour-long test on the material covered in the course up to the time of the exam. It will be a closed book exam consisting of a mix-bag of multiple choice and/or short answer questions.

**(ii) Final exam (worth 30%):** This exam will be a three-hour test conducted at the end of the term. It will test students on the topics covered in the second half of the course. It will consist of two parts: the first section will consist of short answer questions which require students to define specific terms and discuss their relevance for world politics, and the second section will consist of essay type questions that require students to provide long and detailed essay type answers to questions relating to topics covered in the course.

**Note: The examination period is between December 5 and 15. It is the responsibility of students to check with Enrolment Services for the exact examination date for this course.**

**Final Essay (worth 30%):** The final assignment is a research paper on any topic in global politics. It is **due on 28 November**, that is the final day of class. The essay will be evaluated based on grasp of the topic, quality of argument, depth of analysis, originality of approach, familiarity with the issue and literature, as well as structure, organisation, grammar, referencing and formatting.

**Notes on Written Assignments**

Written assignments are a major component of student evolution in the course and degree programme. They are intended to test writing and analytical skills, as well as help develop and enhance those skills. Essays should develop a clear, coherent, and systematic response (argument) to a research question posed on a chosen topic. Your essays will be evaluated based your ability to construct a coherent and systematic argument, demonstrating critical thinking skills, supporting your argument with evidence. Typically, an essay should include an introduction with a clear and succinct thesis (a statement of the case/claim you are making), and arguments based on evidence drawn from academic sources to support your thesis. In addition to citation, formatting, and grammatical rules, all written work will be evaluated based on organisation, clarity of style, grasp of the topic, the systematic and coherent way ideas/arguments are presented, and the evidence provided to support arguments.

**Please Note:**

- It is the responsibility of every student to choose their own topics based on their individual interests. However, such topics should first be cleared with the instructor.
  
- All written assignments should have a title page indicating the title of the essay; the name of the student and their student number; the course number, the name of the instructor. All

written work should be **doubled-spaced, Times New Roman 12-point fonts, 1-inch margin**. Manipulating the margins or font size will be penalised.

- All written work must be properly organised and free of spelling and grammatical errors. They must include appropriate citations and complete bibliography of work cited. Students are required to cite all facts and figures that are not common knowledge, as well as ideas that are borrowed from other authors. Failure to do so will result in substantial penalty in calculating your grade for the assignment.
- For citation and referencing, use only the Chicago referencing style for all written work **(see the link below for a quick guide)**:  
[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)

Also, it is recommended that students consider consulting reference books on research and writing. Two examples are:

1. Margot Northey, Lorne Tepperman and Patrizia Albanese, *Making Sense: A Student's Guide to Research and Writing: Social Sciences*, 4th ed. (Toronto: Oxford University Press, 2009).
  2. Diane E. Schmidt, *Writing in Political Science: A Practical Guide*, 4th ed. (Boston: Longman, 2010).
- All written assignments must be submitted on the date specified in the course outline. Late submissions will be subject to a penalty of 2% a day, including weekends. Assignments will not be accepted two weeks after the due date. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation. In these circumstances, students may seek extension, prior to, not after, the due date. No retroactive extensions will be granted.

### **Required Text:**

John Baylis, Steve Smith and Patricia Owens (eds.), *The Globalisation of World Politics: An Introduction to International Relations 7e* (Oxford: Oxford University Press, 2017)

Jenny Edkins and Mahja Zehfuss (eds) *Global Politics 2e* (London and New York: Routledge 2014)

Additional readings on D2L

### **Students with Special Needs**

Students with special needs may request accommodations in accordance with the Senate Policy on Students with Disabilities. Such students should at the earliest opportunity advise the Student

Accessibility Services, and the instructor of such needs so that appropriate arrangements can be made to accommodate their needs. Those who encounter extenuating circumstances which may interfere with the successful completion of the course should, as soon as possible, discuss these circumstances with the instructor and the Student Accessibility Services.

### **Lakehead Policy on Academic Dishonesty**

As academic integrity is crucial to the pursuit of university education, students are always expected to uphold the academic honour code and are advised to familiarise themselves with the university's policy on academic dishonesty, especially in relation, but not limited, to plagiarism, cheating, impersonation, submitting the same assignment in two different courses, and so forth. In order to make sure that a degree awarded by Lakehead University is a reflection of the honest efforts and individual academic achievement of each student, Lakehead University treats cases of academic dishonesty very seriously and severely penalises those caught in violation of the university's policy on academic honesty. Please make sure that you are familiar with the regulations regarding instructional offences.

### **Classroom Civility**

Debates and disagreements are a healthy part of the processes of learning. However, debate does not provide the cover or excuse for conducting ourselves in manners that disrupt teaching and learning or create hurt, discomfort, and toxic environment in the classroom. In this, we are all required to conduct ourselves at all time in a manner that is collegial and respectful. No racist, homophobic, or sexist comments will be tolerated.

### **Policy on Electronic Devices**

Cell phones are distracting and therefore should be turned off and kept out of sight during lectures. The instructor will assume that a visible phone is being used. In such a scenario, the offending student may be asked to leave the class. As well, audio or video recording of lectures by students is only allowed with the prior consent of the instructor or as part of an approved accommodation plan. Where permission is sought and granted, recorded material should be used solely for the student's private use, and not to be used or distributed for any other purpose without prior written consent from the instructor.

### **Email Policy:**

While I welcome emails from students, they are not a substitute for in-person communication. My scheduled office hours are stated in this outline. If you cannot make those times, you can always schedule to meet at times outside the office hours. Email will be answered within two business days. Except where instructed to do so or prior permission has been granted by the instructor, students are discouraged from submitting any class assignments by email. Please use email only for quick queries and to set up appointments out of regularly scheduled office hours. All students are required to have a valid Lakehead e-mail address. It is your responsibility to maintain your

email address in good working order. The University expects you to correspond with your professor through your official university email address, and not through other email accounts such as Hotmail or yahoo. Failure to receive important class announcements and messages from your professor because of a faulty email account (for example, an account which screens out emails as junk mail; bounced messages because of overloaded caches) are not legitimate excuses. Forwarding your Lakehead email to a Hotmail, Gmail, Yahoo or other type of email accounts is not advisable. In some cases, messages from your Lakehead addresses sent to Hotmail, or Yahoo accounts may be filtered as junk mail, which means that emails from your professor may end up in your spam or junk mail folder.

## **Course Schedule**

### **Week 1 (Sept. 3 & 5): Introduction to the Course**

#### **Required Readings:**

Baylis, Smith & Owens, Introduction & Chapter 1

David Blaney and Arlene Tickner, 'International Relations in the Prison of Colonial Modernity' *International Relations* 31, no.1 (2017), pp. 71–75

Milja Kurki and Colin Wright, 'International Relations and Social Science' in Tim Dunne, Milja Kurki, and Steve Smith (eds), *International Relations Theories: Diversity and Disciplinarity 3e* (Oxford: Oxford University Press, 2013), pp. 1 - 35

### **Week 2 (Sept. 10 & 12): World Politics in Historical Perspective**

#### **Required Readings:**

Baylis, Smith and Owens: Chapters 2, 3, & 4

Sylvia Wynter, 'The Las Casas/Sepulveda Dispute' *Unsettling the Coloniality of Being, CR: The New Centennial Review* 3, no. 3 (2003), pp. pp. 283-303

Anthony Anghie, 'Francisco Vitoria and the Colonial Origins of International Law,' *Social and Legal Studies* 5, no. 3 (1996), pp. 321-336

**[Note: Monday 16 September is the final date of registration]**

### **Weeks 3 (Sept. 17 & 19): Mainstream Approaches to World Politics**

#### **Required Readings:**

Baylis, Smith & Owens, Chapters 6 & 7

John Ikenberry, 'Liberalism in a Realist World: International Relations as an American Discipline' *International Studies* 46, nos. 1&2 (2009): 203–19

Robert Vitalis, 'The Noble American Science of Imperial Relations and Law of Race Development,' *Comparative Studies in Society and History* 52, no. 4 (2010), pp. 909-938

Stephen Walt, "Top 10 Signs you are a Liberal Imperialist"  
<https://foreignpolicy.com/2013/05/20/top-10-warning-signs-of-liberal-imperialism/>

#### **Week 4 (Sept 24 & 26): Critical Approaches to World Politics**

##### Required Readings:

Baylis, Smith & Owens, Chapters 8, 9, & 10

Robert Cox, 'Social Forces, States, and World Orders: Beyond International Relations Theory' *Millennium: Journal of International Studies* 10, no. 2 (1981), pp. 126-150

Alexander Wendt, 'Anarchy is what states make of it: the social construction of power politics' *International Organization* 46, no. 2 (1992), 391-425

#### **Week 5 (Oct. 1 & 3): Gender and World Politics**

##### Required Readings:

Baylis, Smith & Owens, Chapters 12 & 17

J. Ann Tickner and Sjoberg, 'Feminism' in Tim Dunne, Milja Kurki, and Steve Smith (eds), *International Relations Theories: Diversity and Disciplinarity* 3e (Oxford: Oxford University Press, 2013), pp. 205 - 222

Laura Sjoberg, 'Introduction to Security Studies: Feminist Contributions,' *Security Studies* 18, no. 2 (2009), pp. 183-213

Eric M. Blanchard, 'Gender, International Relations, and the Development of Feminist Security Theory,' *Signs* 28, no. 4 (Summer 2003), pp. 1289-1312

#### **Week 6 (Oct. 8 & 10): Race, Post/coloniality and World Politics**

##### Required Readings:

Baylis, Smith & Owens, Chapters 11 & 18

Siba N. Grovogui, 'Postcolonialism' in Tim Dunne, Milja Kurki, and Steve Smith (eds), *International Relations Theories: Diversity and Disciplinarity* 3e (Oxford: Oxford University Press, 2013), pp. 247–265

Gurminder K Bhambra, 'Postcolonial and decolonial dialogues,' *Postcolonial Studies* 17, no. (2014), pp. 115-121

Karen Tucker, 'Unravelling Coloniality in International Relations: Knowledge, Relationality, and Strategies for Engagement,' *International Political Sociology* 12, no. 3 (2018), pp. 215–232

### **Week 7 (Oct. 15 & 17): Fall Reading Break: No Class!**

### **Week 8 (Oct. 22 & 24): Global Political Economy in the Age of Globalisation**

#### Required Readings:

Baylis, Smith & Owens, Chapters 16 & 28

V. Spike Peterson, 'How is the World Organised Economically?' in Jenny Edkins and Mahja Zehfuss (eds) *Global Politics* 2e (London and New York: Routledge 2014), pp. 365-384

Nicola Phillips, 'Globalizing' the Study of International Political Economy in Nicola Phillips (ed.) *Globalizing International Political Economy*, (Basingstoke, UK: Macmillan 2005), pp. 1 – 19

Richard Higgott, 'Economics, politics and (international) political economy: The need for a balanced diet in an era of globalisation,' *New Political Economy*, 4, no.1 (1999), pp. 23-36

**[Note: The mid-term exam will be on 24 October in class]**

### **Week 9 (Oct 29 & 31): War, Terrorism, and (In)security**

#### Required Readings:

Baylis, Smith & Owens, Chapters 14, 15, & 25

Joanna Bourke, 'Why Does Politics Turn to violence,' in Jenny Edkins and Mahja Zehfuss (eds) *Global Politics* 2e (London and New York: Routledge 2014), pp. 472-495

Louise Amoore and Marieke de Coede, 'What Counts as Violence,' in Jenny Edkins and Mahja Zehfuss (eds) *Global Politics* 2e (London and New York: Routledge 2014), pp. 496-518



Michael Dillon, 'What Makes the World Dangerous,' in Jenny Edkins and Mahja Zehfuss (eds) *Global Politics 2e* (London and New York: Routledge 2014), pp. 519-538

### **Week 10 (Nov. 5 & 7): Conflicts, Liberal Peace, and the Politics of Interventionism**

#### Required Readings:

Baylis, Smith and Owens: Chapter 32

Neil Cooper, 'Picking out the Pieces of the Liberal Peaces: Representations of Conflict Economies and the Implications for Policy,' *Security Dialogue*, Vol. 36, No. 4, (2005), pp. 463–478

Meera Sabaratnam, 'Intervention, Statebuilding and Eurocentrism' Chapter Two in *Decolonising Intervention: International Statebuilding in Mozambique* (London & New York: Rowman & Littlefield, 2017), pp. 17 – 36

Anne Orford, 'What can We Do to Stop People Harming Others,' in Jenny Edkins and Mahja Zehfuss (eds) *Global Politics 2e* (London and New York: Routledge 2014), pp. 539-563

**[Note: Friday 8 November is the final date to withdraw from this course without academic penalty]**

### **Week 11 (Nov. 12 & 14): Global Inequality and the politics of North-South Relations: Poverty, Development, and Migration**

#### Required Readings

Baylis, Smith & Owens, Chapter 29

Mustapha Kemal Pasha, 'How can We End Poverty?' in Jenny Edkins and Mahja Zehfuss (eds) *Global Politics 2e* (London and New York: Routledge 2014), pp. 429-449

Paul Cammack, 'Why are Some People Better Off than Others,' in Jenny Edkins and Mahja Zehfuss (eds) *Global Politics 2e* (London and New York: Routledge 2014), pp. 405-429

Roxanne Lynne Doty, 'Why is People's Movement Restricted?' in Jenny Edkins and Mahja Zehfuss (eds) *Global Politics 2e* (London and New York: Routledge 2014), pp. 200-219

### **Week 12 (Nov. 19 & 21): World Ecology and the Environment**

#### Required Readings

Baylis, Smith & Owens, Chapter 24

Bikrum Gill, 'Can the River Speak? Epistemological Confrontation in the Rise and Fall of Land Grab in Ethiopia,' *Environment and Planning A* 48, no. 4 (2016): 699–717

Simon Dalby, 'What Happens if We Don't Take Nature for Granted,' in Jenny Edkins and Mahja Zehfuss (eds) *Global Politics 2e* (London and New York: Routledge 2014), pp. 39-60

Carl Death, 'Can We Save the Planet?' in Jenny Edkins and Mahja Zehfuss (eds) *Global Politics 2e* (London and New York: Routledge 2014), pp. 61-84

Farshad Araghi, 'Accumulation by Displacement: Global Enclosures, Food Crisis, and the Ecological Contradictions of Capitalism,' *Review (Fernand Braudel Center)* 32, no. 1, (2009): 113-146

### **Week 13 (Nov 26 & 28): BRICS, Emerging Powers and Transformation of Global Order**

#### **Required Readings**

Baylis, Smith & Owens, Chapter 5

Randall Schweller, 'Emerging Powers in an Age of Disorder,' *Global Governance* 17, no. 3, (2011), pp. 285-297

Steen Fryba Christensen and Li Xing, 'The Emerging Powers and the Emerging World Order: Back to the Future?' in Steen Fryba Christensen and Li Xing (eds.) *Emerging Powers, Emerging Markets, Emerging Societies: Global Responses* (New York: Palgrave Macmillan, 2016), pp. 3 - 29

William I. Robinson, 'The transnational state and the BRICS: a global capitalism perspective,' *Third World Quarterly* 36, no. 1 (2015), pp. 1-21

**Note: Final paper due on 28 November**

**Examination Period: 5–15 December. It is the responsibility of students to check with Enrolment Services for the exact examination date for this course.**