This course is an introduction to the practice and study of world politics. It encompasses international relations, traditionally defined as relations among nation states, as well as broader transnational and global political dynamics that directly impact societies and shape the context within which relations among states occur. We will examine the historical evolution of the world political system from the emergence of the state system in Europe, to its spread throughout the world via imperialism and decolonization, to the contemporary era characterized by globalization and reactions against globalizing forces. While states may be the primary actors in world politics, we also pay considerable attention to other key actors and institutions, including international organizations, transnational nongovernmental organizations and private businesses, and ideas and beliefs that shape the practice of politics across borders.

The academic discipline devoted to the study of world politics is often labeled international relations (IR), even though it encompasses much more than the study of relations among nation states. The complexity of world politics, and the variety of concerns and perspectives scholars bring to the study of world politics, mean there is lively scholarly debate surrounding most issues. Positions in these debates typically are organized into recognizable schools of thought associated with specific theories, and a key purpose of the course is to critically examine these different theoretical perspectives. We will consider seven distinct approaches, recognizing that while we initially consider each separately for purposes of exposition, in practice most research in the field draws on more than one perspective.

The final section of the course examines key issues in contemporary world politics, aiming to help students understand the key dynamics in each area and critically assess the usefulness of different theoretical perspectives for understanding those dynamics. As this is an introductory course, it will survey a range of issues rather than focus on any one in detail, and is intended to help prepare students for more detailed study of specific issues in upper-level courses. I encourage students to follow current events closely as I will draw regularly on current events throughout the course.

Lectures: Tuesdays, Wednesdays and Fridays, 9:30-10:20, BWC A104
Office Hours: Tuesdays 11:00-12:00, Thursdays 10:30-12:00, or by appointment
Contact Info: Office DTB A342, phone 250 721 7492, email mwebb@uvic.ca
Teaching Assistants:
Alfredo Garcia – lagarcia@uvic.ca
Nic Andrews – nicholasjandrews@uvic.ca
Yuesheng Xu – ysxu@uvic.ca
Tutorials: Students must be registered in a tutorial section to get credit for the course. Tutorials begin in Week 3, January 21-23.

T01 CRN 22528: Clearihue C316, Tuesdays 1230-1320 – TA Alfredo Garcia
T02 CRN 22529: Clearihue C316, Tuesdays 1330-1420 – TA Alfredo Garcia
T03 CRN 22530: Clearihue B415, Wednesdays 1230-1320 – TA Yuesheng Xu
T04 CRN 22531: Fine Arts 209, Wednesdays 1330-1420 – TA Nic Andrews
T05 CRN 22532: Cornett B111, Wednesdays 1430-1520 – TA Yuesheng Xu
T06 CRN 22533: Clearihue B315, Thursdays 1330-1420 – TA Nic Andrews

Required Readings:
All readings listed in the syllabus are required except as noted.
Most readings are included in a textbook available for purchase in the bookstore:


Additional readings about world politics are available on CourseSpaces.
The following book provides guidance for all writing assignments and is available for purchase in the bookstore under ENGL 135:

Department of English, *Academic Writing Essentials*, Second Version (corrected) (University of Victoria, 2017). Students who have taken ENGL 135 should already have a copy. If you don't have a copy, ask other students.

Course requirements and expectations:
*Reading notes, summary, and reflections* – 10% of course grade – **Friday January 24 @ 4:00pm** – see assignment on p.10, below

*Lecture summary and reflections* – 10% of course grade – **Monday February 10 @ 4:00pm** – see assignment on p. 11, below

*Mid-term exam* – 15% of course grade (20% if your mid-term grade is higher than your final exam grade) – **Friday February 14**, short-answer questions

*Analytical Essay* – 25% of course grade – **due Monday March 24 @ 4:00pm** – see assignment on pp. 12-14, below

*Final exam* – 30% of course grade (25% if your mid-term grade is higher than your final exam grade) – short-answer questions covering material since the mid-term exam, and essay questions addressing broad themes from the course – **do not make travel plans until the final exam schedule is announced.**

Tutorial attendance and participation – 10% of course grade

Students must complete all assignments in order to get credit for the course. I use the qualitative criteria and numerical scale in the University of Victoria Calendar when grading.

I strictly enforce University Policy on Academic Integrity. This may include using a plagiarism detection software program intended to assist in the detection of plagiarism. The
UVic Library has useful information on the appropriate use of sources and avoiding plagiarism.

If you find yourself facing mental or physical health issues or other life challenges that interfere with your ability to successfully complete the requirements for this course, it is important to deal with them in a timely fashion. UVic offers many services to support students, including learning supports and resources for health and wellness (see https://www.uvic.ca/services/health/home/services/index.php and https://www.uvic.ca/mentalhealth/; the latter also has a useful list of academic supports). Information about academic concessions is available from the Registrar’s Office. Feel free to contact me regarding issues related to this course and guidance regarding other supports available at UVic.

As stated in the UVic Calendar, “Students are expected to attend all classes in which they are enrolled”. Attendance will not be taken because the class is too large, but experience shows that students who attend fewer than 70 percent of scheduled class sessions are unlikely to pass the course.

The Learning Environment:

As stated in the UVic Calendar, “The University of Victoria is committed to promoting critical academic discourse while providing a respectful and productive learning environment. All members of the university community have the right to experience, and the responsibility to help create, such an environment”. Students have diverse views on the issues discussed in this course, and I seek to create an environment in which all perspectives – including my own – can be analyzed critically in a respectful fashion.

The proliferation of wireless devices increases the potential for distractions that undermine the learning environment for other students. The use of phones for talk or text is prohibited while this class is in session. Mobile devices and personal computers are to be used only for course-related purposes. Students whose learning experience is undermined by others’ use of electronic devices for non-course-related purposes should inform me so I can take action.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage (http://uvic.ca/mypage). If you do not receive an email invitation, you can go directly to http://ces.uvic.ca. You will need to use your UVic netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.
Schedule of Topics and Readings
(see CourseSpaces for updates and changes)

I: INTRODUCTION

Week 1 (January 7, 8)
- Overview of the course
- Defining basic concepts
  - Read: Baylis, Smith, and Owens, “Introduction”

II: HISTORICAL EVOLUTION OF THE WORLD POLITICAL SYSTEM

Weeks 1-2 (January 10, 14, 15, 17)
- Emergence of the system of states
  - Read: Lawson, “The rise of modern international order”, Ch 2 in BSO;
    McGrew, “Globalization and world politics”, Ch 1 in BSO, pp. 23-24 only.
- Nationalism, state-building, and imperialism
  - Read: Breuilly, “Nationalism, national self-determination, and imperialism”,
    Ch 27 in BSO; Barkawi, “War and world politics”, Ch 14 in BSO, pp. 231-32 only.

Week 3 (January 21, 22, 24)

* * * TUTORIALS BEGIN THIS WEEK * * *
- From World War One to the Cold War
  - Read: Scott, “International history 1900-99”, Ch 3 in BSO, pp. 52-56.
- The Cold War and Decolonization
  - Read: Scott, “International history 1900-99”, Ch 3 in BSO, pp. 56-66;
    Tarkawi, “War and world politics”, Ch 14 in BSO, pp. 232-24 only (“From the
    world wars to the cold war”).
- The End of the Cold War, American Unipolarity, and Globalization
  - Readings: Cox, “From the end of the cold war to a new global era?” Ch 4 in
    BSO; McGrew, “Globalization and world politics”, Ch 1 in BSO.

* * * Reading Summary Due Friday January 24 at 4:00pm * * *

Week 4 (January 28, 29, 31)
- Rising Powers, Challenges to Globalization
  - Reading: Hurrell, “Rising powers and the emerging global order”, Ch 5 in
    BSO.

III: THEORETICAL APPROACHES TO THE STUDY OF WORLD POLITICS

- Theory in the Study of World Politics
- Realism
  - Read: Dunne and Schmidt, “Realism”, Ch 6 in BSO (skip 106-109); Shapcott,
    “International ethics”, Ch 13 in BSO, pp. 204-10, 214.
Week 5 (February 4, 5, 7)

- **Liberalism**

- **Marxist Theories**
  - Read: Hobden and Wyn Jones, “Marxist theories of international relations”, Ch 8 in BSO (skip pp. 138-40).

Week 6 (February 11, 12, 14)

**Lecture Summary Due Monday February 10 at 4:00pm**

- **Marxist theories, continued (February 11)**
  - Read: From Week 5: Hobden and Wyn Jones; Gill and Law

- **Catch-up and Review (February 12)**

**MID-TERM EXAM (February 14)**

Week 7 (February 18, 19, 21): Reading Break, no classes

Week 8 (February 25, 26, 28)

- **THE ANALYTICAL ESSAY ASSIGNMENT (February 25)**

- **Social constructivism**
  - Read: Michael Barnett, “Social constructivism”, Ch 9 in BSO.

- **Feminist theories**
  - Read: Kinsella, “Feminism”, especially pp. 194-201, Ch 12 in BSO; Kirby, “Gender”, Ch 17 in BSO (except pp. 279-282, which we will read in Week 11 on International Political Economy)

Week 9 (March 3, 4, 6)

- **Feminist theories, continued**
  - Read: From Week 8: Kinsella, and Kirby

- **Poststructuralism, post-colonialism, and race in global politics**
  - Read: Hansen, “Post-structuralism”, Ch 10 in BSO; Sylvester, “Post-colonialism”, Ch 11 in BSO (pp. 174-82 only); and Shilliam, “Race in world politics”, Ch 18 in BSO (skip pp. 296-98).
IV: ACTORS AND INSTITUTIONS BEYOND STATES

Week 10 (March 10, 11, 13)

- **International law**
  - Read: Reus-Smit, “International law”, Ch 19 in BSO.

- **International organizations and global governance**
  - Read: Park, “International organizations in world politics”, Ch 20 in BSO.

Week 11 (March 17, 18, 20)

- **The United Nations**

- **Transnational actors and global civil society**
  - Read: Joachim, “NGOs in world politics”, Ch 22 in BSO.

V CONTEMPORARY ISSUES IN WORLD POLITICS

- **Political economy**
  - **International cooperation and economic globalization**
    - Read: Phillips, “Global political economy”, Ch 16 in BSO; and Kirby, “Gendering the global economy”, Ch 17 in BSO (pp. 279-82)

Week 12 (March 24, 25, 27)

* * * Analytical Essay Due Monday March 24 at 4:00pm * * *

- **Political economy, continued**
  - **Global dimensions of poverty, inequality, and development**
    - Read: Evans and Thomas, “Poverty, hunger, and development”, Ch 29 in BSO

- **Conflict and security**
  - **Meanings of Security**
    - Read: Baylis, “International and global security”, Ch 15 in BSO, pp. 238-51
  - **New Wars and terrorism**
  - **Human security and humanitarian intervention**
    - Read: Acharya, “Human security”, Ch 30 in BSO; Bellamy and Wheeler, “Humanitarian intervention in world politics”, Ch 32 in BSO.

Week 13 (March 31, April 1, 3)

- **Global environmental politics**
  - Read: Vogler, “Environmental issues”, Ch 24 in BSO.

VI REVIEW AND REFLECTION ON THE PRACTICE AND STUDY OF WORLD POLITICS (April 3)
Schedule of Topics for Tutorial Discussion
(see CourseSpaces for updates)

1. **Week 3 (January 21-23):** World politics and me: how does world politics affect our daily lives? How does the way we live our lives affect world politics? Or, emergence of states, nationalism

2. **Week 4 (January 28-30):** Assessing world politics in the 1990s: liberal progress, deepened exploitation, or both?

3. **Week 5 (February 4-6):** Will the rise of non-western countries like China, India, and Brazil change the fundamental character of world politics?


5. **Week 7 (February 18-20):** Reading Break, no tutorials this week

6. **Week 8 (February 25-27):** Writing in Political Science; the essay assignment

7. **Week 9 (March 3-5):** Using critical theories (social constructivism, feminism, post-structuralism, post-colonialism) to read media coverage of world politics.
   - Read: selected media coverage to be assigned

8. **Week 10 (March 10-12):** International law: does it matter? How?

9. **Week 11 (March 17-19):** No tutorials this week

10. **Week 12 (March 24-26):** Can economic globalization be reformed to benefit more people?

11. **Week 13 (March 31-April 2):** Considering everything we’ve learned in Poli 240, what are the prospects for successful global action to limit climate change?
General Advice for Written Assignments

Political Science 240 has three writing assignments. These are designed to help build critical thinking and writing skills that will help students succeed in this course and subsequent upper-level courses in Political Science. All should be written and presented in language and formats suitable for formal academic writing. The English Department’s Academic Writing Essentials has excellent guidance.

The following points are particularly important for Poli 240:

- Assignments must be typed, double-spaced, use a normal font (usually 12 point), and have normal margins. Include a word count.
- Assignments must be submitted in Word format. If you do not have Word on your computer, you can convert a document prepared in another software into a Word document using any University computer. Assignments submitted in a format other than Word will be returned, and a late penalty applied if a version in Word is not submitted by the deadline.
- Identify yourself with your name, student number, tutorial section, and the name of your TA.
- Assignments must be written in your own words, and you must be careful to avoid plagiarism. See the Political Science Department’s statement on plagiarism, on p. 9 below. Use quotations from sources only when the specific wording is especially significant.
- Proofread your work carefully for clarity, typos, spelling mistakes, grammatical errors, and misplaced apostrophes. Do not rely on software alone to check spelling and grammar, especially since most software often does not take account of how terms are used in academic disciplines like Political Science. Academic Writing Essentials has excellent guidance for editing your work (pp. 19-21).
- As this is formal academic writing, do not use contractions (except when a quotation contains a contraction).
- Write using an active rather than passive voice, including (where appropriate) writing in the first person to identify your own conclusions, analysis, or arguments.
- Be concise. This is especially important in the first two assignments, which have modest word limits. These exercises are intended to help you identify and focus on key points. The ability to communicate concisely is particularly valuable outside the academic world.
- Meet the deadlines. Late assignments will be penalized except in documented cases of illness or family emergency. Start well ahead of the due date, and plan to finish each assignment a few days early to give you time to edit your work. Also leave time for the inevitable computer problems, and save drafts regularly as you work on an assignment in case your computer crashes.
- Submit assignments in the appropriate drop box on CourseSpaces, located in the week during which the assignment is due.
Department Statement on Plagiarism and Academic Integrity

Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found in the Undergraduate Calendar at: https://web.uvic.ca/calendar2020-01/undergrad/info/regulations/academic-integrity.html#
First Assignment: Reading Notes, Summary, and Reflections
Due Friday January 24 @ 4:00pm

Select one of the following chapters from BSO assigned for weeks 2 and 3: Lawson, Ch 2; Breuilly, Ch 27; Scott, Ch 3; Cox, Ch 4; McGrew, Ch 1. The assignment includes two parts:

1. Notes identifying the main points in the reading, organized in the same order as the text. The notes can be typed in a separate document indicating the paragraph(s) [sections of the reading] to which each annotation refers. Alternatively, you can make notes directly on the pages of the text (write either in the margins or on sticky notes) and submit a photocopied version of the chapter including your notes (if you normally use a method to take notes from readings that is different from these two, please consult your TA or Dr. Webb).

2. In a brief report (maximum 300 words), summarize the argument of the chapter in your own words and provide your own reflections by doing the following:
   - identify one thing you did not understand or would like to know more about
   - identify one critique of the argument.

The summary should account for most of the 300 words.

The reading notes and summary assignment counts for 10% of the course grade. Late assignments will be penalized 10 percentage points per day. Submit electronic files on CourseSpaces by 4:00pm on Friday September 21. Submit annotated photo-copied chapter that day either in class or in Michael Webb’s dropbox next to the Political Science Department Office (DTB A316) by 4:00pm.

See Academic Writing Essentials, pp. 22-28, for guidance on reading academic writing critically, and pp. 97-98 on writing a summary.

Criteria TAs will use to evaluate this assignment:

Notes:
   1. Do the notes consistently identify the key points made in the reading?
   2. Are the notes detailed enough to enable a student to study without reading the chapter again in detail?
   3. Are the notes concise, or are they too detailed or unintelligible?
   4. Do the notes show engagement with the reading, e.g., critique, agreement, questions?

Summary and reflections:
   5. Is it within the word limit (250-300 words, give or take a few)?
   6. Does it identify the key arguments of the chapter? The entire chapter should be summarized, not just points I highlighted in lectures.
   7. Does it show good understanding of the chapter, or does it misunderstand some points?
   8. Do the answers to the “reflection” questions show thoughtful engagement with the reading?
   9. Is it well written, free of grammatical and stylistic errors?
Second Assignment: Lecture Summary and Reflections
Due Monday February 10 @ 4:00pm

Select one lecture from the “theory” section of the syllabus (January 31, or February 4, 5, or 7). In a brief report, summarize the key points from the lecture and reflect critically on the lecture. The reflection should do two things:

- Identify a point you found particularly interesting and explain why.
- Assess a key point made in the lecture and explain why you agree or disagree with that point. You can agree or disagree either with the theory being discussed, or with my interpretation of the theory.

The summary and reflections should be 350-400 words, with most used for the summary and 50-100 used for the reflections. The assignment counts for 10% of the course grade. Late assignments will be penalized 10 percentage points per day. Submit electronic files on CourseSpaces by 12:00 noon on Friday September 21.

Criteria TAs will use to evaluate this assignment:

- Do the lecture notes demonstrate a good understanding of the topics addressed in the lecture? Focus on the understanding of core concepts of the theory or theories discussed in the lecture.
- Are there any significant issues discussed in lecture that are not addressed in the lecture notes?
- Are the lecture notes detailed enough (within the word limit for the assignment) to be useful for studying for exams?
- Do the reflections demonstrate thoughtful engagement with lecture material?
- Do the reflections demonstrate good understanding of the issue in question?
- Is the assignment within the range of 350-400 words?
- Are the summary and reflections clearly written, free of grammatical and stylistic errors?
Third Assignment: Critical Analysis of a Scholarly Article
Due Monday March 24 @ 4:00pm

Overview

The assignment is to summarize and critically analyze an academic article on a contemporary issue in world politics, selected from a list that will be provided by the end of January. The essay should be 750-1000 words (3-4 pages double-spaced), and should contain the following elements:

- An accurate summary of the argument(s) made in the article
- Identification of the theoretical perspective or perspectives on which the article draws. Authors often do not explicitly identify their perspective using the theoretical categories discussed in Poli 240, so you may need to identify the perspective yourself. It is also the case that most scholarly research draws on more than one theoretical perspective. In all cases, explain what it is about the article that suggests it draws on this (or these) theoretical perspectives.
- Describe the key empirical evidence provided in support of the argument. What features of the practice of world politics by the actors in question does the author draw on to support their argument?
- Your own critique of the article, examining the theoretical logic of its argument and the empirical evidence provided in support of the argument.
- A robust critique does not need to be negative, though questions can be raised about any scholarly argument. You may find the argument logical and the evidence persuasive, in which case your critique would entail explaining why you came to this conclusion.
- Your critique should draw on at least one other article, chapter, or book on the subject. This source (or sources) could be one you find using the library database, an article cited in the article you are analyzing, or a chapter from the textbook.
- Your critique should also consider at least one theoretical perspective not incorporated into the argument of the article. Think about what a scholar working from a different theoretical perspective might ask about the subjects discussed in the article.

All of the assigned sections of Academic Writing Essentials are relevant to this assignment. See especially pp. 97-101. AWE also has excellent tips for writing in the section “Improving Your Writing Skills” (pp. 66-80).

Citations

Your essay must cite its sources appropriately, including the article analyzed in the essay. Proper citations are essential for identifying the sources of information and ideas that you have learned from others, and for distinguishing your own ideas from those of authors you have read.

You are welcome to use either of the two main types of citation styles – what the Chicago Manual of Style calls the “Notes and Bibliography Style” and the “Author-Date Style” (the English Department’s Academic Writing Essentials calls these the CMS style and the APA style, respectively). For an excellent guide to the two styles, see Chicago-Style Citation Quick Guide at http://www.chicagomanualofstyle.org/tools_citationguide.html.

Regardless of which style you choose, include the page number where you found the information cited. The only time a page number is not necessary is when you are referring
to the overall argument of the source. Papers must include a bibliography listing all of the sources you consulted in writing the essay, including sources that you used only for background knowledge and therefore did not footnote.

Be sure to review the Department Statement on Plagiarism and Academic Integrity on p. 10 (above) and UVic’s Policy on Academic Integrity.

I take academic integrity seriously. Each student must write their own article analysis, and the bulk of the essay should be written in their own words. Quotations should be used only when the specific wording being quoted is helpful for your analysis. Students should retain notes used in preparing the essay and electronic versions of drafts of the essay until all essays are graded and returned. If you have any questions about using sources appropriately, I am happy to discuss them with you.

The UVic Library has useful information on the appropriate use of sources and avoiding plagiarism; see http://www.uvic.ca/library/research/citation/plagiarism/index.php. I prefer well-documented papers, but consult the Library website to ensure you aren’t cluttering up your paper with unnecessary citations.

Paper Format and Due Date

In general, the paper should follow the essay model outlined in the English Department’s publication Academic Writing Essentials (see especially the section “Writing an Essay”, pp. 88-93 of the second edition, corrected).

Assume the audience for your paper consists of upper-level undergraduate students majoring in political science. The audience is generally familiar with the study of world politics, but has not read the article you are analyzing.

Papers must be typed double-spaced and single-sided, 750-1000 words in length (3-4 pages), not including the bibliography. Submit papers in the appropriate drop box on CourseSpaces no later than Monday March 24 @ 4:00pm. A printed copy of the paper identical to that submitted on CourseSpaces must be submitted in lecture or deposited in Michael Webb’s drop box in the Political Science department no later than Tuesday March 25 @ 4:00pm. Keep a copy for your files.

Late papers will be penalized three percentage points per day. Exceptions will be made only in documented cases of serious illness or family emergency.

Criteria TAs will use to evaluate the assignment:

- Does the essay provide an accurate summary of the argument(s) made in the article?
- Does the essay accurately identify the theoretical perspective or perspectives on which the article draws? Does the essay explain what it is about the article that suggests it draws on this (or these) theoretical perspective(s)?
- Does the essay accurately identify the key empirical evidence provided in support of the argument of the article?
- Does the essay include a thoughtful critique of the article? Does the critique of the article examine the theoretical logic of its argument and the empirical evidence provided in support of the argument?
- Does the essay draw usefully on another clearly relevant scholarly source in its critique of the article?
Does the critique consider at least one theoretical perspective not incorporated in the argument of the article?

Is the essay clearly written in appropriate formal academic style?

Are the sources used in the essay cited appropriately using one of the two main types of citation styles? Do the citations include page numbers?

The list of articles you can choose from to analyze will be distributed by the end of January.