POLI 347 – Discourses of World Politics
Global Lines
Department of Political Science
University of Victoria
May 11 – June 26, 2020

Live Lecture: Mondays 1:30-3:00 PDT
Live Q&A: Wednesdays 1:30-2:30 PDT

Instructor: Regan Burles
Contact: rburles@uvic.ca
Office Hours: Thursdays 1:00-2:30 PDT by appointment, via Blackboard (video or audio call)

The University of Victoria stands on the land of the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Course Overview

The course explores discourses of world politics related to the figure of the globe. The idea that political phenomena and their associated problems are ‘global’ in scope is commonplace in contemporary social sciences, news media, and popular culture. Global political order is the starting point for a variety of scholarly analysis and political contestation today.

Drawing on scholarship in international relations, political economy, sociology, geography, anthropology, history, and political theory, this course traces connections between conceptions of global unity and some of the major political divisions that characterize global politics. Beginning with Kant’s influential link between the spherical globe and the problems and possibilities of human political life, the course examines the amity lines that accompanied hierarchies between European and non-European peoples; the mapping of the globe as a single space and time by lines of latitude and longitude; the spatial logics of the territorial borders of states and their historical development; divisions of gender and labour in a global economic context; the global politics of racial division; and lines of disease and infection in global public health imaginaries.

Students will learn how the globe is divided along political, social, economic, and geographical lines, as well as examine the lines between those spheres themselves. They will encounter theories of lines as abstract, thin, and precise and as thick, material, and indefinite; as instruments of limitation, separation, and oppression, and as productive of movement, connection, and emancipation. By the end of the course students will be able to analyze and evaluate claims to global political order and explore their connection to the ‘global lines’ of today.

Course Objectives

By the end of this course, students are expected to be able to:

a) Understand the globe as a historically specific conception of the planet linked to social, political, and economic developments from the fifteenth century to the present.
b) Identify and engage critically with the primary ways in which the globe is divided along lines of empire, state, labour, race, and gender and the spatial and temporal logics that underpin these divisions.

c) Explain and evaluate the ways that scholars have attempted to explain, justify, and challenge these divisions with reference to the figure of the globe.

**Course Instructions**

**Readings:** Most course readings are available online through the UVic library system. Those that are not available through the library can be found in the ‘Readings’ folder for each week on Coursespaces. Success in the course requires completing the assigned readings for the assigned week.

**Lectures:** This is a lecture-based, reading intensive online course. There will be a live video lecture every Monday from 1:30-3:00 PM PDT. This lecture will be recorded and posted on coursespaces (videos are accessed via weblink, so will not require downloading large files). Further pre-recorded lectures (30 minutes x2) will be uploaded to Coursespaces during the week. These will be posted by Tuesday each week and will expand on and add to the introductory material presented in the live lecture. I recommend watching the lectures posted to Coursespaces in time for the Wednesday Q&A.

Live lectures will be conducted using the University’s Blackboard Collaborate software. To enter the Blackboard classroom, simply click the link posted on the Coursespaces site. Students are asked to **mute microphone** and **turn off video** for the duration of the live sessions. If you would like to ask a question or make a comment during a live session, please click the ‘Raise Hand’ button and wait to be invited to speak by the instructor. Students may turn on video for the purposes of class participation if they wish.

**Weekly Q&A (Wednesdays 1:00-2:00 PM PDT):** The weekly Q&A is an opportunity for students to bring questions and comments for discussion related to the weekly readings, lectures, or general course themes. I recommend making notes of questions or comments while completing the readings and listening to live and pre-recorded lectures. The Q&A may also involve small group discussions or activities, or brief lectures by the instructor related to course material.

**Course FAQ:** Because this course has full enrolment, rather than email the instructor directly, please post general questions about the course in the Course FAQ on Coursespaces.
Assignments and Grading

Participation (15%):
Students will be evaluated on participation, which includes attending live lectures and/or the weekly Q&A, sharing questions and comments during lectures, and engaging with the instructor and colleagues in a respectful manner. This includes being sensitive to differences in understanding and experience, including the ways others in the class may be directly affected by the issues being discussed. Students must attend at least one live session (lecture or Q&A) per week, but you may attend both if you wish.

Discussion Forum: Students will participate in a weekly written discussion forum via coursespaces on topics related to lectures and readings. Each week, students must make one post to the weekly discussion group to which they are assigned by 5PM PDT Wednesdays and post one response to an existing comment by 5PM PDT Fridays. Response comments can be made to a colleague’s original post or to an existing discussion thread. Discussion forum posts must refer to at least one of that week’s readings.

DISCUSSION GROUP 1: Students with last names beginning with letters A-D
DISCUSSION GROUP 2: Students with last names beginning with letters E-L
DISCUSSION GROUP 3: Students with last names beginning with letters M-P
DISCUSSION GROUP 4: Students with last names beginning with letters Q-Z

Critical Analysis Paper 1 (25%):
Using specific references to the assigned readings from one of Weeks 2-4:

a) Identify one or two themes that can be found across the week’s readings.
b) Explain the main similarities and/or differences in how the readings approach these themes and what conclusions they draw about them.
c) Evaluate the respective arguments of each author and draw your own conclusions about the material. What are the stakes involved in these conclusions, i.e. why do they matter in relation to world politics? What is the political significance of the arguments they make? (Here you can draw from the authors’ own views as well as developing your own)

Length: 1800-2000 words (6-8 pages).

Due: Mondays at noon (e.g. Papers on the Week 3 readings are due Monday, May 25). The last date for the submission of Critical Analysis Paper 1 is Monday, June 1.
Critical Analysis Paper 2 (30%):

The second critical analysis paper must use assigned readings from one of Weeks 5-7.

Along with steps a-c (above), find two additional scholarly sources (articles or books) that are related to the assigned readings. On the basis of this research, explain how the additional sources either challenge, support, or alter our understanding of the concepts, arguments, and stakes of the original readings.

Length: 2000-2500 words (8-10 pages).

Due: Mondays at noon. The last day for submitting Critical Analysis Paper 2 in Monday, June 22.

Final Assignment (30%):

Students will have to answer two (of four) essay-style questions drawn from course themes, lectures, and readings. These questions will require you to draw on material from multiple weeks’ readings. Questions will be posted to coursespaces at 9:00 AM PDT June 25 and must be submitted by noon PDT on June 26.

Due Date: June 26, 2020, 12:00 noon PDT

Late Policy: All assignments should be submitted electronically through Coursespaces by the specified due date. Late assignments will be penalized at a rate of 3% per day, up to one week past the due date. Extensions will only be granted in case of documented illness or family emergency.

A Note on Content

This course addresses some concepts, topics, issues, debates, and events that can be uncomfortable, distressing, and/or emotionally difficult. These will generally be flagged in advance, but if you have any specific concerns about the course material please notify the instructor.

Reading Schedule

Week 1 – What is the world? (May 11)

*Metaphysics of Morals* (p. 145-149)
*Perpetual Peace* (p. 105-108)
*Critique of Pure Reason* (p. 653-654) [Coursespaces]

Week 2 – Imperial Lines (May 18)

No Lecture Monday, May 18 (Victoria Day)


Week 3 – Global Space and Time: Latitude, Longitude, and the Prime Meridian (May 25)

Sanford Fleming. The International Prime Meridian Conference: Recommendations Suggested. October 1884. [Coursespaces]


Week 4 – State Borders (June 1)


Week 5 – Divisions of Labour (June 8)


Week 6 – Colour Lines (June 15)


Week 7 – Microbial borders, infection barriers, and epidemic space (June 22)


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 on pages 32-34 of the undergraduate calendar.

Please see the (revised) academic integrity policy: https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html

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 an anonymous 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. The survey is accessed via MyPage and 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.

PERCENTAGE GRADING SCALE

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
</tbody>
</table>
1. The percentage grading scale applies to all Faculties at the University of Victoria.

2. The percentage grades should be associated with a letter grading schema.

3. A percentage grade for an N grade should be assigned in the following manner:

   **N GRADE:** If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.