Course Goals:

The purpose of this course is to introduce students to the new theoretical debates that have arisen in international relations since the end of the Cold War. There is a widespread perception by both academics and policy makers that the international system has changed dramatically since the fall of the Berlin Wall. One of the features of the Post-Cold War world has been the increased salience of trans-national policy issues such as terrorism, the environment (particularly climate change), the influence of transnational corporations, the world-wide AIDS epidemic, and the rise of powerful corporate and intergovernmental organizations. The proliferation of such problems and possibilities as well as the rise of new actors illustrates the limitations of state-centric international relations theory. This course examines several new (and some rediscovered) theoretical approaches to global politics that seek to understand how non-state actors and structures influence emerging patterns of global governance. We will debate as a class the extent to which a global society approach to world politics helps us to understand these transnational problems and the extent to which the traditional approaches are still relevant.

Readings

Readings for the course may be found on e-reserve

Assignments and Grading

Movie Response Paper 15
Discussion Paper 20
Discussion Presentation 10
Viz Assignments 15
Final Presentation 30
Participation 10

Movie Response Papers
On three Wednesday evenings we will meet outside of our class time to view a film related to the themes of the course. On the either the same evening or on the Thursday following these sessions we will discuss these films. On the following Tuesday you may submit a 2-3 page response paper (typed, double spaced 12 point font). While these papers are open with regard to specific topic (any point of entry into the discussion is acceptable), they must endeavor to incorporate relevant course readings. Students must submit ONE paper; to ensure an even distribution of the students analyzing one of the two films, you will be asked to sign up in advance to write a paper for the specific film of interest to you.
Discussion Leading and Discussion Papers

On Tuesday and Thursday of Weeks 4, 5 and 8 we will devote our class time to three questions in global politics to put our IR theories “in practice.”

The Three Questions Are:
1) Will/has the ‘War on Terror’ make [made] us safer?
2) Can we balance development and environmental protection?
3) Who benefits from global economic integration?

Each of you will sign up to organize our discussion for either the Tuesday or Thursday readings pertaining to ONE of these questions. The readings for these days include “additional resources” that carry the arguments and theories concerning these questions beyond the readings required for our general discussion.

Working in groups of three to four students for each day of readings (including the additional resources), you will develop a response to the central question for the week. The group members may advance different views and disagree in their responses; the idea is to present ideas that will help the class understand the various facets of the question and how one might use theory and evidence to respond with “answers.” Your group presentation may take any form and use any medium of your choice. You can think of structuring the presentation as a debate, as a presentation with discussion, as a game or simulation, as an interactive power point…. The form and media are up to you.

DURING THE CLASS PRIOR TO YOUR DISCUSSION OF THESE TOPICS YOU WILL MAKE AN ASSIGNMENT DRAWN FROM THE READINGS FOR YOUR CLASSMATES TO PREPARE. For example, you may wish to divide the class into groups and assign specific readings to each group.

Each student presenter will be required to submit a paper of no more than 5 pages (typed, double spaced 12 point font) explaining your response to the question. The researching and writing of these papers is intended to serve as preparatory exercises for our in-class session, so the paper is due on the day of the presentation. You may draw on any of our readings in crafting your response, but in you are specifically tasked with explicating the readings assigned for the day of your presentation in your written analysis.

It is expected that each member of the group will “take the floor” in the presentation—but the specific activities involved and how you divide the work and presentation will be for the group to decide. For each of these discussion sessions the remaining five-sixths of the class, who are not presenting on this day, should prepare for these sessions by completing the relevant readings and any other assignments (e.g. preparation of discussion questions) that the presenting group may ask of you. Regardless of the presentation style and form, time should be allotted for questions and general discussion from the class or debriefing of the activity. The class will contribute to the presenters’ work by asking challenging questions. This participation will be a significant component of your participation score (see below).

Viz Projects

Your final project (see below) involves a public presentation of your research findings in media of your choice. In preparation for making outstanding public presentations of your research story and qualitative or quantitative findings, you will learn several technical methods of presentation—and, more importantly, some of the foundational ideas at the heart of visual representation. Viz Assignments I and II are designed to be individual projects. Viz Assignment III, Creating Informational Graphics and Representations of Quantitative and Qualitative Data, may be a group
project, using groups no larger than 5 students. Viz Assignment III may be used to test ideas that can be incorporated into your final project.

**Final Project**
As a final exercise for the course students in groups of 5-6 (depending upon our final enrollment numbers) will conduct interviews with members of the local community in an attempt to develop intersubjective insight into the respondents’ particular interpretation of global events, globalization and human security and development. These interviews will focus on the connection and impact of global factors on local life across a range of issue areas. Research groups will present information and excerpts from these interviews along with an analytical interpretation of these materials in a presentation form of your choice **during common time on the last day of our class.** More information on technique and guides for this project will be forthcoming. **Put “Common Time—Public Presentation for POSC 281” on your calendar today.** You must be present to win 😊!

**Participation**
Enthusiastic participation in the reading-centered discussions throughout the term, the discussion leading session, the movie discussions, and critique sessions on the viz assignments is essential to each student’s learning process and our classroom community. Participation will be judged relative to an average score of 8.5 pts (85%). Below average or above average participants will earn bonuses or deductions from that baseline value in accordance with the instructor’s evaluation of their conscientious preparedness, commitment, and engagement with the material.

**Weekly outline with readings and assignments**

**Week 1** Thurs Jan 5  Introduction to the course and
I. Introduction to The Great Debates in IR Theory
II. Visual Representation of Politics—Overview of Assignments and Representation Strategies

**Week 2 The Great Debates in IR Theory**
Tues Jan 10
Background: Problems in Politics as Motivations for Theorizing
Hollis, M. and Smith, S. *Explaining and Understanding International Relations* Ch 1
Enloe, C. *Bananas, Beaches, and Bases* Ch 1

Thurs Jan 12
Ontology & IR theory
I. Hollis, M. and Smith, S. *Explaining and Understanding International Relations* Ch 3, 4

Additional Resource:

II. Visual Representation of Politics—Narrative and Visualization: Representing the Lit Review

Our discussion leads to the first Viz Assignment: Visual Representation of Literature Review. Using the readings of the first three class sessions (January 10-17) choose one idea or topic and write three paragraphs in which you:

- explain the topic (drawn from your readings),
- explain the conventional wisdom about this topic (what the experts think), and
- what you think should be the next step in the study of this topic. (What should a researcher do next to “test” or further examine some aspect of the conventional wisdom, in order to “confirm,” discount, or disagree with some aspect of the conventional wisdom?)

THEN find a visual representation of some aspect of this narrative (the story you are telling about this topic). You use any visual medium. You may put several images together or use a single image—whatever tells your story visually.

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Monday January 16 VIZ ASSIGNMENT I Your Three Paragraph “Lit Review” and Visual Representation of the Lit Review due
Please emailed to me by 5 pm

Week 3 Nation & State in the 19th and 20th Centuries

Tues Jan 17
I. Nationalism & the State
   Enloe, C. *Bananas, Beaches, and Bases* Ch 3
   Hollis, M. and Smith, S. *Explaining and Understanding International Relations*, Ch 2, 5

II. Hierarchy and Nation State: Problems in our views of politics and leadership

Thurs Jan 19
I. The Puzzle of Development: Thinking about Institutions and Moving beyond the State

I. a. Our discussion of climate change and the international arena begins with some technical reports, filled with data, graphs, and policy recommendations. Our “Guiding Questions” can draw on this example and these sources. Today we will discuss aspects of:

U.S. Global Change Research Program. *Global Climate Change in the US*. New York: Cambridge University Press, 2009. www.globalchange.gov/usimpacts Depending upon where you live you may also wish to focus on the individual reports on the regions of the US.

**II. Class Discussion of Your Lit Review Representations**

**Week 4 Conflict, Security and Conceptions of Sovereignty: How are International Relations, “World Order,” and Civil Societies linked?**

**Guiding Question for the Week: Will (Has) the War on Terror Make (Made) “Us” Safer?**

Tues Jan 24  Discussion Leaders Sign Up to Present “Answers”

**ALL: Viz Assignment II. Graphic Representation of Data (SEE ASSIGNMENT BELOW)**

I. Conflict and Security: Language and the Construction of Interests and Imperatives


Enloe, C. *Bananas, Beaches, and Bases* Ch 4

Additional Resources:


Tickner, A. “Troubled Encounters: Feminism Meets IR [Ch. 1]” Gendering World Politics: Issues and Approaches in the Post-Cold War Era. 9–35.

Viz Assignment II. Graphic Representation of Data: Bring to class one example graphic (or info-graphic) representation of an answer to our guiding question, which uses quantitative data to make support the argument. Quantitative data can mean anything using numbers; so, from numbers of occurrences to percentages to statistical analysis of events any and all of these bases of representation will be fine.

Thurs Jan 26 Discussion Leaders Sign Up to Present “Answers” Conflict and Security: Identity, Interest, International Cooperation, Law, and Limits


Additional Resources:


Week 5 Local and Global—(and) Beyond the State

Guiding Question: Is there a fundamental and unavoidable trade-off between economic development and environmental protection? Or, can we balance these aims? Looking at Risk and Climate Change Discourse (and Policy Proposals)

Tues Jan 31 Discussion Leaders Sign Up to Present “Answers”
The Global Environment
Wapner, P. 1995. “Politics beyond the state: Environmental Activism and World Civic Politics” World Politics, 47, pp.311-40


Additional Resources:

Gereffi, G., R. Garcia-Johnson and E. Sasser, 2001 “The NGO-Industrial Complex” Foreign Policy, July/August 2001, pp. 56-65

Thurs Feb 2 Discussion Leaders Sign Up to Present “Answers”
Rethinking Sovereignty: Polycentricity and the Compound Republic


Mon Feb 6 Midterm Break

Week 6 Democratization, Colonization, and Post-Colonial Manifestations of Nation & State

Tues Feb 7
I. Colonialism

II. Your Work on Viz Assignment II discussed in class, leading to discussion of Viz Assignment III.

Viz Assignment III. Creating Informational Graphics and Representations of Quantitative and Qualitative Data: Create your own visual representation of an argument using evidence. Using any of the ideas from our readings, logical argument (regarding a theory) and data (qualitative or quantitative) or simply put, evidence supporting the claims of your argument, create a visual representation of the evidentiary-based, logical argument. An informational graphic tells the story without words or, at least, using word/text as labels. Words may be a part of the visualization in a text-based analysis (e.g. Wordle), but otherwise, the title and display of quantitative or qualitative data—design and placement—tell the story.

Wed Feb 3  ****Wednesday Evening Film Screening (5:30:-8pm) ****
   Gillo Pontecorvo Burn! (1969) 112 min.
Thurs Feb 9
Revolution and the Post Colonial

**Movie response paper due**

I. Movie Discussion  *Burn!*


II. Workshop on Group Research Project; Continue “How To” on Viz Assignment III

**Week 7 Making Sense of Aid and Activism: The Ideological and Social Contexts of International Organization**

**Monday Feb 13** Viz Assignment III, Creating Informational Graphics and Representations of Quantitative and Qualitative Data, is Due

Please emailed your infographic to me by 5 pm

**Tues Feb 14**
International Organizations


**Wed Feb 15** ****Wednesday Evening Film Screening (5:30:-8pm) ****
Roland Emmerich *The Day After Tomorrow* (2004) 124 min

**Thurs Feb 16** **Movie Response Paper Due**

I. Media Representation and Democratization
Discuss *The Day After Tomorrow*


Sara Peach, “A More Appetizing Hotdog Approach to Climate Communication?” the Yale forum on Climate Change & the Media http://www.yaleclimatemediaportal.org/2011/12/a-more-appetizing-approachtoclimate-communication/

**Watch the video ads embedded in the story**

II. Workshop on Group Research Projects

Class discussion of Viz Assignment III

**Week 8**  
**Who benefits from global economic integration? What institutional designs contribute to stability, prosperity, and liberty?**

Tues Feb 21 Discussion Leaders Sign Up to Present “Answers”

The Global Economy

Enloe, C. *Bananas, Beaches, and Bases* Ch 6


Additional Resources:


Thurs Feb 23 Discussion Leaders Sign Up to Present “Answers”

I. Democratic Peace and Justice Among Nations


Additional Resource:

Week 9 Does the 19th Century Conception of the Nation State Impede or Aid An Expansion of Rights?
Tues Feb 28
I. Borders and Communities: tourism and immigration


Enloe, C. *Bananas, Beaches, and Bases* Ch 2

II. Workshop on Group Research Projects

Wed Feb 29 ****Wednesday Evening Film Screening 5:30:-7:30pm ****
Megan Mylan and Jon Shenk *Lost Boys of Sudan* (2003) 87 min.

Thurs Mar 1 Movie Response Paper Due
I. Movie Discussion *Lost Boys of Sudan*

II. Workshop Preparing Presentation Materials

Week 10 Preparing and Presenting Research Findings
Tues Mar 6 Workshop Preparing Presentation Materials

Thurs Mar 8 In class: preparation for
COMMON TIME PRESENTATION OF RESEARCH
All final research materials and presentation materials due in class 10:10 am