

PLSC 237: Controversies in Global Politics

Tuesdays and Thursdays 2:15-4:05pm

401 Robinson

Albion College, Spring 2017

Instructor:

Dawid Tatarczyk

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517-629-0664

Office Hours:

Thursdays: 1:15-2:15pm

Fridays: 12:00-1:00pm

Catalog Description:

How do we achieve justice beyond borders in an increasingly complex and interdependent world? By examining different traditions of political, ethical, and legal thought, students acquire the tools necessary to make reasoned judgments about urgent political problems in international politics. These problems include but are not limited to: global poverty, human rights, immigration, global climate change, nuclear proliferation, terrorism, and sea-level rise.

Required Course Texts:

Joseph Grieco, John Ikenberry, Michael Mastanduno, *Introduction to International Relations: Enduring Questions and Contemporary Perspectives* (Palgrave, 2015)

Jonathan Tepperman, *The Fix: How Nations Survive And Thrive In A World In Decline* (New York, The Duggan Books, 2016)

Learning Outcomes:

In this course students will:

- ✓ understand concepts of global citizenship and international ethics, and to learn about different traditions of thinking about global problems;
- ✓ improve critical thinking and writing skills;
- ✓ recognize the complexity inherent in discussions of global problems and the political, legal and ethical approaches taken to solve them;
- ✓ appreciate the contribution that environmental studies can bring to the discipline of political science and learn what it means to take an interdisciplinary approach to the variety of global problems (including problems of the global commons).
- ✓ Learn to make thoughtful and informed decisions about their own practices as national and international citizens.

Technology Policy:

Personal computers are welcome in the classroom (Facebook, twitter, internet surfing, email, social media, etc... is not). Computers can enhance our shared learning by allowing us to look up information online and visit websites together during class and take notes. Computers also can detract from our shared learning environment by diminishing the quality of class discussion, and they can also interfere with the learning of others when used for non-class purposes. Your attendance in class is necessary for the successful learning of course objectives and successful completion of course assignments including a strong participation grade; however, your attendance is always optional. Therefore, if you have pressing needs that require you to use your personal computer for tasks unrelated to the course, please respect my time and the time of your colleagues by staying home to take care of your business rather than bringing your business into the classroom.

Out of respect for each other, cell phones must be turned off during class sessions. If you need to be accessible during class time, you may keep your cell phone on vibrate. Cell phones may not be answered in the classroom, quietly and respectfully leave the classroom if you must respond to an urgent call. This policy also holds for texting. The classroom will be a no-text zone. All texting must be done outside of the classroom. You are always welcome to leave class should your attention be demanded elsewhere and this is preferable. This policy applies to ipads, smartphones, and all digital devices. Misuse of technology – by sending email, texting, updating Facebook pages, tweeting, or surfing the internet (when unrelated to the discussion at hand) or using them in any way that is distracting from the learning of other students – will result in suspension or termination of the computer/smartphone/technology privilege for the student or the entire class. If technology becomes distracting, I will ask students to leave their electronic devices in a designated box at the start of class to be picked up after the course's conclusion.

Students may not digitally record class sessions without the express permission of the instructor and other students in the course.

*I reserve the right to make amendments to technology policies at any time during the semester

Academic Integrity:

All students are expected to understand and follow the College's guidelines regarding academic integrity: "As an academic community, Albion College is firmly committed to honor and integrity in the pursuit of knowledge. Therefore, as a member of this academic community, each student acknowledges responsibility for this or her actions and commits to the highest standards of integrity. In doing so, each student makes a covenant with the college not to engage in any form of academic dishonesty, fraud, cheating or theft" (Albion Catalog). Suspected violations will be reported to the student and the college officials immediately. Confirmed instances of academic dishonesty may result in failure of the course and other consequences as outlined by the College. If you are unsure about whether your actions may fall under these guidelines, please do not hesitate to speak with me about your concerns.

Disability Statement:

If you have a disability and may require accommodations or modifications in class instruction or course-related activities, please contact the Learning Support Center (LSC) staff who can arrange for reasonable accommodations for students who provide documentation of their disability/condition. If you are presently registered with the LSC and have requested accommodations through the LSC for this semester, please plan to meet with me as early as possible to discuss the best way to implement these accommodations in this class. The LSC is located on the third floor of the Seeley Mudd Library of call 517-629-0825.

Late Assignments Policy:

Late assignments will not be permitted except in the most unusual of circumstances – requiring a note from a medical or university official that makes such a request on your behalf. If you are concerned that you will not be able to turn in an assignment on time or if you will be absent on a scheduled exam day, you must speak with me in advance to determine whether or not accommodation can be made. Unexcused absences on exam days will result in failure of the exam. If there is a conflict that requires an exam to be rescheduled, the student must make arrangements to take the exam in advance of the scheduled exam date.

Academic Resources:

THE ACADEMIC SKILLS CENTER, located in the Seeley Mudd Building of the Library supports student success at Albion College through the Learning Support Center, the Quantitative Skills Center, and the Writing Center. The ASC also coordinates academic peer tutoring services and educational technologies for enhancing student learning. For information, visit the ASC website at <http://www.albion.edu>

THE LEARNING SUPPORT CENTER offers individualized assistance with college-level study strategy and skill development. Students frequently utilize the center to improve grades, reading speed or comprehension. In addition, the Learning Support Center provides assistance and accommodations to students who have documented learning disabilities. For more information, contact Pam Schwartz, Learning Support Specialist (x0825; pschwartz@albion.edu)

THE QUANTITATIVE SKILLS CENTER provides a wide range of support to students in many subject areas. Students are free to drop in for occasional help from trained student tutors or to make appointments for on-going tutorial sessions. QSC staff members are available to assist you with the use of mathematics, statistics, spreadsheets, or graphing calculators in any course. The center also offers workshops on topics such as partial derivatives in chemistry and preparing for graduate school exams. For more information, contact the QSC Director, Karla McCavit (x0824; kmccavit@albion.edu)

THE WRITING CENTER provides trained peer review consultants prepared to work with writers at every stage of the writing process – from getting started brainstorming to writing drafts, and from organizing ideas to revising or final editing. Writing consultants support students by responding to writing in process, not be proofreading, editing, or writing students' papers. Both drop-in tutoring and scheduled appointments are available during the Writing Center's afternoon and evening hours. For more information, contact the Writing Center (x0828; writing@albion.edu) or the Director, Scott Hendrix (shendrix@albion.edu).

Method of Instruction:

This course will combine lecture, discussion, group work, and the **case method** of teaching. Cases are short factual descriptions of events that were written specifically as teaching tools. They are designed to help students learn by experiencing the complexities and ambiguities that actual participants in politics confront. The cases we'll study are based on real-world examples of specific dilemmas involving ethics and global citizenship. Please come prepared each class session to discuss the relevant cases.

Class sessions may also involve lectures by the instructor complemented by group discussions and in-class assignments. You will be expected to come to class fully prepared to participate in these activities. Everyone in the class brings unique experiences and perspectives to the course. We will all learn and enjoy the course more if members actively participate in class discussions and small group activities. I will strive to create a safe environment where all feel welcome to express their opinions freely; one in which points of fact and opinion can be debated but where all members and their viewpoints are treated with respect.

Course Requirements:*Two In-Class Exams: 60%*

Students must complete 2 in class exams (30% each). Both exams will consist of multiple-choice and essay questions.

Case study presentation: 20%

Each student is required to give one presentation based on one of Tepperman's chapters.

Participation & Attendance: 20%

I will primarily grade participation on attendance and active participation in and quality of contributions to class discussion and completion of in-class assignments and activities.

Course Schedule:**WEEK 1:**

Tuesday, January 17:

- Introduction

Thursday, January 19:

- Grieco et al.—“Preface” and “Understanding International Relations”
- Tepperman—“Introduction”

WEEK 2:

Tuesday, January 24

- Grieco et al.—“The Emergence of a Global System of States, 1500-today”
- Grieco et al.—“Theories of International Relations”

Thursday, January 26

- Grieco et al.—“The Emergence of a Global System of States, 1500-today”
- Grieco et al.—“Theories of International Relations”
- Tepperman—Chapter 4 “Learn To Live With It”

WEEK 3:

Tuesday, January 31

- Grieco et al.—“The Analysis of Foreign Policy”
- Grieco et al.—“War and Its Causes”

Thursday, February 2

- Grieco et al.—“The Analysis of Foreign Policy”
- Grieco et al.—“War and Its Causes”
- Tepperman—Chapter 2 “Let The Right Ones In”

WEEK 4:

Tuesday, February 7

- Grieco et al.—“Pathways to Interstate Peace”
- Grieco et al.—“Weapons of Mass Destruction”

Thursday, February 9

- Grieco et al.—“Pathways to Interstate Peace”
- Grieco et al.—“Weapons of Mass Destruction”
- Tepperman—Chapter 3 “Kill Them With Kindness”

WEEK 5:

Tuesday, February 14

- Grieco et al.—“International Economics: Basic Theory and Core Institutions”
- Grieco et al.—“Power, Politics and the World Economy”

Thursday, February 16

- Grieco et al.—“International Economics: Basic Theory and Core Institutions”
- Grieco et al.—“Power, Politics and the World Economy”
- Tepperman—Chapter 6 “Diamonds Aren’t Forever”

WEEK 6:

Tuesday, February 21

- Grieco et al.—“Power, Politics and the World Economy”

Thursday, February 23

- Grieco et al.—“Power, Politics and the World Economy”
- Tepperman—Chapter 5 “Assume The Worst”

WEEK 7:

Tuesday, February 28

- Review for Exam #1

Thursday, March 2

- In Class Exam #1

Spring Break – no classes – Tuesday, Thursday March 7 & 9

WEEK 8:

Tuesday, March 14

- Grieco et al.—“Dilemmas of Development: Basic Theory and Core Institutions”

Thursday, March 16

- Grieco et al.—“Dilemmas of Development: Basic Theory and Core Institutions”
- Tepperman—Chapter 1 “Profits to the People”
- Tepperman—Chapter 8 “Manufacture Your Miracle”

WEEK 9:

Tuesday, March 21

- Grieco et al.—“Dilemmas of Development: Basic Theory and Core Institutions”

Thursday, March 23

- Grieco et al.—“Dilemmas of Development: Basic Theory and Core Institutions”
- Tepperman—Chapter 9 “Give To Get”

WEEK 10:

Tuesday, March 28

- Grieco et al.—“Non-State Actors and Challenges to Sovereignty”

Thursday, March 30

- Grieco et al.—“Non-State Actors and Challenges to Sovereignty”
- Tepperman—Chapter 10 “DIY Defense”

WEEK 11:

Tuesday, April 4

- In class movie—“The Island President”

Thursday, April 6

- No Class—Instructor Tatarczyk attending academic conference

WEEK 12:

Tuesday, April 11

- Grieco et al.—“The Environment and International Relations”

Thursday, April 13

- Grieco et al.—“The Environment and International Relations”
- Tepperman—Chapter 7 “This Land is My Land”

WEEK 13:

Tuesday, April 18

- Grieco et al.—“Facing the Future: Six Visions of an Emerging International Order”

Thursday, April 20

- Grieco et al.—“Facing the Future: Six Visions of an Emerging International Order”
- Tepperman— “Conclusion”

WEEK 14:

Tuesday, April 25

- In-class movie, The Shape of Water

Thursday, April 27

- Overview

IN-CLASS EXAM #2:

- Monday, May 1 (11:30—1:30)