

P0231: Politics in an Insecure World

Wilfrid Laurier University

Fall 2016

Instructor: Dr. Kim Rygiel

Lecture: Tuesdays and Thursdays, 11:30am-12:50pm

Classroom: SBE1220

Email: krygiel@wlu.ca

Office Hours: Tuesday 1:00am-2:00pm; Thursday 1:00am-2:00pm (or by appointment)

Office: DAWB 4-126

*Wilfrid Laurier University uses software that can check for **plagiarism**. Students may be required to submit their written work in electronic form and have it checked for plagiarism.*

*Students with disabilities or special needs are advised to contact Laurier's **Accessible Learning Office** (<https://www.wlu.ca/accessible-learning/index.html>) for information regarding its services and resources. Students are encouraged to review the Academic Calendar for information regarding all services available on campus.*

Additional information on Foot Patrol, Counselling Services the WLUSU Food Bank can be found on the last page out this outline.

Course Description

This course examines the principal ideas, actors, institutions, processes and power relations in world politics and their changing nature under forces of globalization and securitization. The course introduces students to theories of international relations, globalization and global governance within the context of historical and contemporary

world events, policy decisions, and case studies. Topics include the study of the nuclear age and the Cold War, forms of military and humanitarian intervention, the globalized war economy, and the global “war on terror”.

Course Objectives

By the end of the course students should:

1. Become familiar with key issues of global politics.
2. Be able to identify core concepts actors, processes, ideas, methods and theoretical approaches used to understand and explain international relations (IR) and global politics.
3. Be able to understand how international relations and global politics have evolved over time.
4. Demonstrate ability to use different approaches and concepts to understand issues of world politics and new research problems. Apply different theoretical approaches to world politics. Demonstrate an understanding of how different approaches frame issues and questions and pose solutions to solve problems differently.
5. In written and oral work, frame questions, pose solutions and solve problems by applying core concepts, theories and methods to assess issues of IR and global politics.
6. Synthesise information from scholarly literature, primary resources, lectures and tutorials to address research or evaluative questions.
7. Demonstrate ability to critically read articles and other course material.
8. Have further developed core academic skills. These include the ability to accurately summarize, evaluate, and analyze arguments and debates from a variety of sources and mediums through written and oral work; to communicate ideas and arguments in a variety of written and oral mediums; Develop active listening skills in a classroom environment by showing thoughtful and considerate engagement with others opinions and respect for diversity of opinion.

Required Text

1. John Baylis, Steve Smith and Patricia Owens (eds.). *The Globalization of World Politics: An introduction to international relations*. Sixth Edition. (Oxford University Press 2014). A copy will be put on reserve at the library
2. All other readings are available online. Most are available through the WLU library webpage.

Course Evaluation

Assignment	Due Date	% of course grade
Tutorial Prep/Participation	Ongoing throughout term	10%
Tutorial Assignments	Ongoing throughout term	5%
Comprehensive Test #1	October 6, 2016	25%
Comprehensive Test #2	November 8, 2016	25%
Final Exam	December Exam Period	35%

Tutorial Preparation / Participation

Tutorials start the **second week** of term (**September 13**) and are held every other week. Tutorials are an essential component of the learning experience as it is the time when you are able to have more in-depth discussions; listen to others' views; clarify concepts and readings and ask questions in smaller groups facilitated by your tutorial leader. Tutorials will also be used to hand out essential material to prepare for tests and smaller assignments which count for marks will also be conducted during the tutorial time. Students are expected to attend all tutorials. Tutorials will be led by individual Teaching Assistants. However, TAs will not lecture in

tutorials. Instead, the majority of discussion that takes place will be by students. Students will be encouraged to work through ideas in conversation with fellow students and assisted by the TA. This conversation should be balanced amongst all students and should be conducted in a professional manner.

- Please note that missing tutorials for model UN, sports championships, outside work related reasons etc. are not considered justifiable reasons for missing tutorial. Written work will not be accepted as a substitute for your active and in-body participation. In order to receive any tutorial mark you must be physically in attendance in the tutorial and actively participate and complete the tutorial assignments.

Tutorial Evaluation: Evaluation will be based on active attendance and meaningful participation (10%) and the completion of in-tutorial assignments (5%). **Meaningful participation** includes:

- Coming to tutorial having completed readings and assignments. Simply attending does not earn you marks. *You must be in tutorial to receive marks.*
- Willingness to share opinions/ ideas *including what you don't know.*
- Communication skills: Ability to summarize and apply ideas from the lecture and readings; ability to express complicated ideas in a comprehensible manner; use of appropriate professional language (there will be no tolerance for offensive language and comments whether sexist, racist, homophobic or other); respectful listening and engagement with others' ideas.
- Participating in group work and tutorial exercises and assignments
- Asking questions!!!! Students are often afraid to ask questions, especially if they think it shows they don't understand. Ask! Many others will share the same question. More than this, simple questions can often be the best questions leading to stimulating discussion!
- Collegiality: respect for other students and teachers, being on time, respectful and thoughtful

engagement with others' ideas.

First Comprehensive Test

This is an in-class test held **October 6, 2016**. The test covers material discussed in lectures, tutorials and readings (weeks 1-5). The format of the test will be discussed in class. There are no make-ups for writing this test. . Please plan appropriately. Further details will be given in class.

Second Comprehensive test (Mid-Term)

This is an in-class test held **November 8, 2016**. The test covers material discussed in lectures, tutorials and readings (weeks 1-5). The format of the test will be discussed in class. There are no make-ups for writing this test. . Please plan appropriately. Further details will be given in class.

Final Exam

This exam is cumulative, covering all topics from across the course. It will use a short answer and essay format. To be held in the University scheduled examination period – December, 2016. Further details will be provided in class.

Course Policies

Academic Misconduct and the Need for Academic Integrity:

Academic integrity is greatly valued in this course. Academic misconduct occurs in a variety of forms. Students are required to familiarise themselves with the University policies on Plagiarism and Academic Dishonesty as well as the associated penalties which can be severe.

Plagiarism:

According to the Academic Calendar (2016-17), plagiarism “involves using the thoughts, ideas, or writings of another person and passing them off as your own (adapted from the Oxford

English Dictionary definition). It can involve taking credit for ideas that were not your own or using the words of others without properly citing them.” Further information can be found at <https://students.wlu.ca/academics/academic-integrity/index.html>. Should you have any questions about these issues please feel free to discuss them with me.

Submission:

Written work should be presented in a scholarly fashion. Attention should be paid to using proper spelling and grammar at all times.

Late penalties:

All assignments are to be written on the day scheduled in class (unless registered with the Accessible Learning Centre). Tutorial assignments are due in tutorial the day assigned. Late assignments will not be accepted.

Communication:

Please contact me and/or your TA if you have questions/concerns pertaining to the course.

Please do not wait to talk to us if you are having any difficulties or concerns! Also I prefer to use email for logistical purposes so please note that any substantive questions referring to the ideas of the course or issues of a personal nature should be discussed during office hours.

- If you have missed a lecture do not email me to ask whether you have missed anything important. You will not receive a reply. It is your responsibility to catch up on any missed material.
- All students are expected to have an active email account and to be signed up for My Learning Space. We will actively use My Learning Space in the course and I will post any additional course material, assignment notes and current related news and discussion items and any last minute class announcements.

Email Policy: I will do my best to answer your emails within 24-48 hours. However, I do not answer emails over the weekend so if you email after 5 pm Friday you may not receive a response from me until the following Monday.

Email Etiquette: When you are communicating with Professors or TAs using email:

1) Make sure the subject line of your message identifies a) the course number and b) the nature of your query (for example: PO231 Assignment Question).

2) Make sure you tell us your name, student number, your TA's name, and your tutorial number.

3) Finally, please use proper sentences, not shorthand and proper salutations and signature with your name ("Hey" is not an acceptable salutation and we will not reply to emails that do not bother to provide basic courteous information (e.g. Dear Professor and your name)).

Failure to follow this etiquette may result in you not getting an answer to your email.

Accommodations:

Accommodations, including for emergencies, serious illness or religious observances will be made for both class attendance and written work. Documentation may be required. Where possible – such as in the case of religious observances - it is expected that I be notified in advance. Should you feel uncomfortable discussing the need for accommodation with me directly please feel free to contact accessible learning to discuss your situation.

University Resources:

The University provides a large selection of professional, academic and personal support services to assist students to succeed in their academic careers. Please consult the University website for available resources.

Lecture Outline and Required Readings

Lectures:

Lectures are an important part of this course. Many concepts and ideas introduced in the lecture are not found in the course readings. In order to succeed in the course students must attend lectures regularly. If you miss a lecture ask a reliable colleague to provide you with course notes. Material provided during lecture such as lecture slides act only as a partial guide to lecture materials and will not be made available on-line to students.

Required Readings:

It is important that students read and think critically about the course readings. These readings have been selected to supplement lectures and provide the basis for the discussion held in class and tutorials. They also assist in meeting a number of the key objectives of the course. These include providing: an overview of each topic; discussion of relevant approaches and critiques of those approaches; an introduction to key readings and authors in a particular field; and examples of the application of these approaches to key issues raised in the course. In addition to these readings students are encouraged to explore other material on the topics covered in the course and to keep up-to-date on relevant current affairs. **You will be tested on the specific details of the arguments on all assigned tests.**

A complete reading schedule will be provided in the first week of class and posted on the course webpage.

Course Topics and Readings: Weekly Schedule:

Week 1 (Sept. 8): **Introduction**

- No readings

Part 1: Understanding Global Politics: How do different approaches help us understand current global problems (Case: The Syrian Conflict and Refugee Crisis)?

Week 2 (Sept. 13 and 15): **States and Security: Realism and Realpolitik**- Tutorials start this week.

- Kathy Gilsinan (2015) "The Confused Person's Guide to the Syrian Civil War: A Brief Primer", *The Atlantic*, October 29. MYLS and online:
<http://www.theatlantic.com/international/archive/2015/10/syrian-civil-war-guide-isis/410746/>
- *The Economist*, "The War in Syria: Smoke and Chaos." 27 August 2016. MYLS and online:
<http://www.economist.com/news/middle-east-and-africa/21705658-battlefield-syria-grows-more-complicated-smoke-and-chaos>
- Textbook Chap. 6 –"Realism" pp.99-110 & Chapter 15 "International and global security" pp. 229-233.

Week 3 (Sept. 20, No class Sept. 22, continued Sept. 27): **International Security & Ethics: Liberalism & the International System**

– No class Sept. 22. No tutorials this week

- *The Economist*. "Migration: Looking for a Home", 28 May 2016, MYLS and online:
<http://www.economist.com/news/special-report/21699307-migrant-crisis-europe-last-year-was-only-one-part-worldwide-problem-rich?frsc=dg%7Ca>
- Textbook Chap. 7 – "Liberalism" pp. 113-123

Week 4 (Sept. 29) **Security & the Political Economy of War: Critical Perspectives 1.**

- Tutorial #2

- Linda Matar (2012) "The Socioeconomic Roots of the Syrian Uprising", *Middle East Insights*. 58. 27 March. MYLS and online: <https://www.mei.nus.edu.sg/wp-content/uploads/2012/03/Download-Insight-58-Matar-HERE.pdf>
- Samir Al-Aita. "The economic roots of Syria's revolution." *Al-Monitor* 11 June 2014. MYLS and online: <http://www.al-monitor.com/pulse/security/2014/06/syria-revolution-economic-political-roots.html>
- Textbook Chap. 9 "Marxist theories of international relations" pp. 141-150.

Week 5 (Oct. 4): **Security, Society and Identity- Critical Perspectives 2-** No tutorials this week

- Ola Rifai (2014). "The shifting balance of identity politics after the Syrian uprising", 28 April. *Open Democracy*. MYLS and online: <https://www.opendemocracy.net/arab-awakening/ola-rifai/shifting-balance-of-identity-politics-after-syrian-uprising>
- Razan Ghazzawi (2014) "Seeing the women in revolutionary Syria" 8 April. *Open Democracy*. MYLS and online: <https://www.opendemocracy.net/arab-awakening/razan-ghazzawi/seeing-women-in-revolutionary-syria>
- Textbook Chap. 11 – "Post-structuralism " pp. 169-181, & Chapter 15 "International and global security (Read: "Critical, Feminist and Discursive Security Studies)" pp. 235-237.

**** (Oct. 6): First Comprehensive Test.** Includes all material from week 1-5 (inclusive)**

---Thanksgiving and Reading Week, October 11-14th--- No classes Oct. 11 and 13

Part 2: Global Issues in an Insecure World

Week 6 (Oct. 18 and 20): **Borders & Belonging: Citizenship, Community, Cosmopolitanism** -
Tutorial #3

- *Spiegel Online*. "Dark Germany, Bright Germany: Which Side Will Prevail Under Strain of Refugees?" August 31 2015. MYLS and online:
<http://www.spiegel.de/international/germany/spiegel-cover-story-the-new-germany-a-1050406.html>
- Tom Kington (2013). "The tiny Italian village that opened its doors to migrants who braved the sea". *The Guardian*. 12 October. MYLS and online:
<https://www.theguardian.com/world/2013/oct/12/italian-village-migrants-sea>
- Textbook Chap. 25 – "Nationalism." pp. 388-395, Textbook Chap. 32 "Globalization and the transformation of political community" pp. 497-510.

Week 7 (Oct. 25 and 27): **Crossing Borders: Border Security and Governing Mobility**– No tutorials this week

- David Lyon. (2007) "Bodies, Borders, Biometrics", in *Surveillance Studies: An Overview* 118-136 (MYLS)
- Ruben Andersson 'Hardwiring the frontier? The politics of security technology in Europe's 'fight against illegal migration' *Security Dialogue* Vol. 47 (1): 22-39. Available through WLU library e-journals.

Week 8 (Nov.1 and Nov. 3): **Human Security and Humanitarian Intervention**

- Michael Barnett and Peter Walker. "Regime Change for Humanitarian Aid" *Foreign Affairs* 94.4 (Jul/Aug 2015): 130-141. Available through WLU library e-journals.
- David Morrison. 2009. "Human rights in a new era: wars for peace?" *Great Decisions*, New York: Foreign Policy Association, pp. 89-100. MYLS.
- Textbook Chap. 29 – "Human Security" pp. 448-461 & Chap. 25 – "Humanitarian intervention in world politics." pp. 479-491

Week 9 (Nov. 8 and 10): - No tutorials this week

**** (Nov. 8): Second Comprehensive Test (Mid-term) ****

(Nov. 10): **Movie or Guest Lecture (TBD)**

Week 10 (Nov. 15 and 17): **(En)Gendering Global Politics & Security**

- Elvia Arriola (2007) "Accountability for Murder in the Maquiladoras: Linking Corporate Indifference to Gender Violence at the U.S.-Mexico Border" *Seattle Journal for Social Justice*, Vol. 5 Issue 2. Available through WLU library e-journals or digital commons: <http://digitalcommons.law.seattleu.edu/cgi/viewcontent.cgi?article=1608&context=sjsj>
- Textbook Chap. 17 – "Gender in world politics" pp. 258-271

Week 11 (Nov. 22 and 24): **The Changing Character of War and Technology**

- Derek Gregory. 2011. "From a View to a Kill Drones and Late Modern War," *Theory, Culture & Society* 28 (7): 188-215. . Available through WLU library e-journals.
- Textbook Chap. 14 "The Changing Character of War" pp. 215-228.

Week 12 (Nov 29 and Dec 1): **Globalization and Governance in an Insecure World**

- Textbook Chap. 1 – "Globalization and global politics" pp. 15-29
- Additional reading TBD

Week 13: (Dec. 6) Final Class: Exam Review.

The final exam will be scheduled during the official exam period December 10-21. Please schedule travel after the 21st.

On behalf of WLUSU (wlusu.com)

Foot Patrol Walk Home Service:

1.519.886.FOOT x3668

Foot Patrol is a volunteer operated walk-home service, available daily during evening hours. Male-female, radio-dispatched teams trained in Emergency First Aid are available on request to escort students to and from campus as well as to off-campus destinations, either by foot or by van.

Counselling Services and Peer Help Line:

1.886.281.PEER x7337

Counselling Services are available to help students deal with emotional, psychological and social challenges of university. Counselling, consultation or referrals are available at the Student Wellness Centre. Peer Help Line, a confidential listening, referral, information and support line, is available during evening hours to provide support.

Student Food Bank

All Laurier students are eligible to use the Student Food Bank. Anonymous requests can be made online at wlusu.com under the Services tab. All dietary restrictions are accommodated, and food hampers typically last up to a week.