POSC 180 Global Politics and Local Communities

Winter 2015
Tu/Thu 1:15–3:00
Weitz 235

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Office hours by appt: Mon–Thu
Sign Up ON MOODLE
Meet Weitz Cafe or Office See Calendar

SEE MOODLE FOR DETAILS ON ASSIGNMENTS

The Course

The 1989 fall of the Berlin Wall signaled beginnings of “a new world order,” to use the words of President George HW Bush. With the increased attention to transnational issues like terrorism, climate change, immigration, and a global AIDS epidemic, the cooperative ideal was a welcome turn from Cold War competition. But three decades later we see nuclear arms stalemates, a rise of nationalist politics, exit from global agreements….What happened? How are local communities affected by changing views of globalization? This class examines debates in International Relations and domestic policy that address that question and the practice of global governance.

Readings

The readings for the course have been drawn from a number of books and journal articles made available through Moodle links.

Grades will be computed as follows on the assignments listed below:

- Movie Response Paper: 15
- Discussion Paper (individual): 20
- Discussion Presentation: 10
- Viz Assignments: 15
- Presentation of Research: 30
- Participation: 10
- Total: 100

Assignments

Movie Response Paper

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 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: 1) incorporate relevant course readings and 2) find cinematic features that are useful in telling a story about our case of institutional development, the Carleton
Arboretum. Students must submit ONE paper; to ensure an even distribution of the students analyzing one of the three 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 Tuesdays of Weeks 5, 6, 7 (October 10, 17, and 24) we will look at examples of cultural practices that make a difference to how we analyze and understand social-ecological systems. We will consider:

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 topics. In addition to the common readings, the assignment 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 pairs or small groups, students for each day of readings (including the additional resources), you will develop questions for the class and your responses to the main topic for the day. 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 questions raised by the common and additional readings. Your group presentation, including the visualization(s) used to convey the point 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; one-half of the presentation grade is based on your visual presentation of the main idea or goal of the presentation.

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) on an aspect of the readings/questions/issues raised in your presentation. The researching and writing of these papers is intended to serve as preparatory exercises for our in-class session. 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 members 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 inter-subjective 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 November 9. More information on technique and guides for this project will be forthcoming. Put “Common Time—Public Presentation for POSC 180” on your calendar today.

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

WK 1 Tues Sept 12  Week 1

I. Introduction to the problem of theorizing events—Overview of Assignments and Representation Strategies

II. An assignment paired with the POSC 224 class in two parts, due for our discussion during week 2 of class.

Thurs Sept 14  NO CLASS MEETING—STAY CURRENT WITH READING; WORK ON ASSIGNMENTS FOR 9/19

Our Topic: A View of the World at the fall of the Berlin Wall


A brief assignment for discussion 9/19

Prepare for yourselves thoughts for discussion on the following questions, which we discuss 9/19:

Fukuyama: What is history according to Fukuyama? What is adequate, what seems lacking in this definition? What is "liberalism" and why is it a powerful ideation? In what ways may the idea of universal individual right as an Enlightenment ideal liberating to humanity and in what ways perhaps not? In what way is a triumph of liberalism (if such is true) a boon for humanity?

Mearsheimer: What is "power?" Is "power" necessarily "over" or can it be "with" others? Compare and contrast your thoughts about "power" and Mearsheimer's assumptions and definition of power. What is necessary as an institutional framework to "balance" power in 1995? And what about today? Here is a broader point: depending on how you see changes from 1989 to 1995 and from 1995 to present time, your overall assessment of Fukuyama's theoretical framework and of Mearsheimer's theoretical framework will be either positive or negative. For example, if you can't envision their foundational arguments making sense or having application today, then perhaps there is something errant in a given theoretical framework. What seems coherent and what seems errant in each of these frameworks.

Week 2 Problems in Politics as Motivations for Theorizing

Tues Sept 19 Taking Ways of Life for Granted--The Problems with Our Theories

- Discuss your answers to questions from Week 1
- Discuss our findings from Week 1 assignment part A
- Discuss interview techniques (continued in POSC 224)
- Discuss readings

Thurs Sept 21 Explanation and Understanding in Social Science

- Continue discussions from 9/19
Discuss explaining, understanding, and conceptualizing relations of local and global scale based on Hollis and Smith framework

Read: Martin Hollis and Steve Smith. 1990 Explaining and Understanding International Relations. Oxford: Clarendon Press. Ch 1, 3, 4, 5

**Week 3 Democratization, Colonization, and Post-Colonial Manifestations of Nation & State**

Tues Sept 26 The Ideas of Sovereignty, the Nation, the State and Some Implications

I. Discuss Readings on sovereignty, the nation, and the state


II. Present findings on consumer purchase option research

**Wed Sept 27 ****Film Screening 7:15 Lib 344 **** Gillo Pontecorvo Burn! (1969) 112 min.**

Thurs Sept 28 Revolution and the Post Colonial

I. Movie Discussion Burn!

II. Discuss Viz Assignment 1


**Week 4 Problems in our 19th and 20th Century Conceptions of Political Leadership**

**Mon Oct 2 Movie response paper due "Burn!"**

Tues Oct 3 On Violence and Authority

Thurs Oct 5  The Puzzle of Development: Thinking about Institutions and Moving beyond the State

I. Discuss Visualization Assignment 2

II. Readings for Puzzle of Development


TUES OCT 10 Field Trip to Guthrie Theater in Minneapolis to see "Watch on the Rhine" by Lillian Hellman, directed by Lisa Peterson. Board bus in front of Willis Hall 5:30 for 5:45 departure; play opens at 7:30. Run time TBA; a post production conversation with director and cast follows

Week 5 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 Oct 10 Discussion Leaders Present “Answers” to Guiding Question: Will (Has) the War on Terror Make (Made) “Us” Safer?

Readings for the Class on Conflict and Security: Language and the Construction of Interests and Imperatives


Additional Resources for Discussion Leaders:


Thurs Oct 12 Broader Conceptions of Threat and Response

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:


Climate Change Impacts
www.globalchange.gov/usimpacts

Depending upon your interests you may also wish to focus on the individual reports on the regions of the US.


**MONDAY OCT 19 MIDTERM BREAK**

WK 6 Guiding Question: Is there a fundamental and unavoidable trade-off between economic development environmental protection? Or, can we balance these aims?

Discussion Leaders Present “Answers”

Tues Oct 17 Looking at Risk and Climate Change Discourse (and Policy Proposals) on The Global Environment

Wapner, P. 1995. “Politics beyond the state: Environmental Activism and World Civic Politics” World Politics, 47, pp.311-40


**Wed Oct 18 **** Film Screening 7:15 Library 344 **** Roland Emmerich The Day After Tomorrow (2004) 124 min**

**Thurs Oct 19** A Different Approach and the Communication of "Disaster" Scenarios


WEEK 7 Guiding Question: Who benefits from global economic integration? What institutional designs contribute to stability, prosperity, and liberty?

**Mon Oct 23 Visualization 3 Due**

Discussion Leaders Provide "Answers"

**Tues Oct 24** Globalization, Culture, and Economy

Discussion Leaders Present “Answers”


**Thurs Oct 26 Movie Response paper due "Day After Tomorrow"**

I. Democratic Peace and Justice Among Nations

II. Discuss Visualization Assignment 3

Week 8 Does the 19th Century Conception of the Nation State Impede or Aid An Expansion of Rights?

Tues Oct 31


II Workshop I Preparing Presentation Materials

Wed Nov 1 **** Film Screening 7:15 pm Library 344 **** Megan Mylan and Jon Shenk Lost Boys of Sudan (2003) 87 min.

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

I. Discussion of Lost Boys of Sudan

II. Workshop II Preparing Presentation Materials

Week 9 Preparing and Presenting Research Findings

WK 9 Tues Nov 7 MEET IN PEPS IDEA LAB—WEITZ

Workshop III Project Presentation Materials

Thurs Nov 9 Common Time Presentation

Week 10 No Class Meeting

Final Projects Upload to Moodle