

INTERNATIONAL RELATIONS & WORLD POLITICS

Syllabus

Monday and Wednesday: 9:50a.m – 11:00a.m
Friday: 9:40a.m – 10:40a.m

March 30 – June 8, 2020

Zoom Classroom & Leighton 402

The Department of Political Science
Carleton College, Northfield, MN

Tun Myint

Willis 403

Office Hours: MW 11:00a.m – 12:00 noon and T 10:00a.m. – 11:30a.m. by Zoom.

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COURSE GOALS

How will America's energy independent status affect international relations and world politics? What does "the rise of China" mean to international relations and world politics? How can we understand the rise of violent non-state actors? How can we theorize the influence of non-violent non-state actors in world politics? How does WikiLeaks challenge states and statecentric international politics? How are multinational corporations influential in shaping world politics? Can universal peace be attained? Can nuclear-free world polity be achieved? Should the whole world be democratic? Can poverty be eradicated? Are human rights universal? How can humanity address the issues of global environmental changes? Is climate change a national security threat? What does globalization mean to you? How do your daily livelihoods influence international relations and world politics? How do the contents of your breakfast define international relations? What can we learn from ongoing coronavirus global pandemic? These enduring questions are a source of motivation for the international relations scholars. As such, we will examine how the theories of international relations and world politics provide conceptual and theoretical tools to understand these questions.

This course introduces students to the practices and theories that explain and predict the origin, dynamics, and the future of international relations and world politics. Mainstream theories of international relations (IR) and world politics focus on explaining and predicting statecentric world politics. While the dominant theories of IR are powerful in explaining the origin and dynamics of world politics as long as states are central players, they are insufficient in explaining and predicting both the statecentric (monocentric) world politics and multi-actor-centric (polycentric) world politics.

In this course, it is important then to consider the subject of international relations and world politics from both monocentric and polycentric theories and concepts. With this premise, the course's goals are: (1) to understand historical background of mainstream theories of international relations and world politics; (2) to analyze the validity and insufficiencies of the mainstream scholarship in explaining and predicting the phenomena of world politics; and (3) to prepare students for the challenges in the practice of world politics and to advance the scholarship of theory building on evolving world politics and international relations. To achieve these goals, the course will follow the outline below.

COURSE OUTLINE

- WEEK 1: SOCIETY OF STATES
- WEEK 2: THEORETICAL LENS
- WEEK 3: EPISTEMIC AND ONTOLOGICAL CHALLENGES
- WEEK 4: STRUCTURES AND PROCESSES
- WEEK 5: INTERNATIONAL AND GLOBAL SOCIETY
- WEEK 6: NON-STATE ACTORS
- WEEK 7: DYNAMICS OF WORLD POLITICS
- WEEK 8: POLYCENTRIC WORLD
- WEEK 9: FINDINGS FROM TEAM RESEARCH

Required Texts:

John Baylis, Steve Smith, and Patricia Owens, *The Globalization of World Politics*, 5th ed. Or later edition, Oxford University Press, 2009-2017 eds.

In addition to some chapters of this text, there will be e-reserve readings at the library and Course folder. I may also use visual materials such as movies, news clippings, and documentary videos that will serve as illustrations to the theories, concepts, and puzzles we struggle with in the course. Occasional handouts will accompany the flow of discussion.

In addition to above materials, you are required to read your colleagues' critical thinking essay that is described in assignment #3 below. I do not use Moodle in my teaching. You communicate directly with me by email or office meeting as appropriate.

IMPORTANT: This is a provisional syllabus and subject to change depending on the ebb and flow of the course and surrounding worlds including challenges with global pandemic of COVID-19.

ASSIGNMENTS, EXPECTATIONS, AND GRADE

There are five components for the course assignments. These five components will be used to evaluate your performance in this course. The percentage of each assignment for your final grade is in parentheses. The details are as follow:

- (1) Participation (20%):** Your participation in this course begins with reading assigned materials before the day of class for which readings are assigned. Raising questions, reflecting on lectures and your colleagues' discussion in class are all counted as participation. This course will be conducted mostly in interactive lecture style. There will also be group-led and group-based discussion sessions whenever appropriate. What this means is that you will have many opportunities to participate during the lecture. To be an effective participant, paying attention to current day world affairs and thinking about them along with the readings will be important. This requires you to read daily world news. Visiting local, national, and international news websites regularly and seeking news on world politics will be helpful. Bring news reports and cases from these sources to class discussion. In sum, to be a good standing citizen of this course, you are required to: (1) have good attendance; (2) read assigned materials before the class; (3) have timely notification and communication with me when you have to be absent or if you need to request an extension for assignments with personal reasons; (4) exercise self-respect and responsibility as a student for the success in learning mission of this course and Carleton College as a whole; and (5) exercise your intellectual freedom in class discussions and assignments for the course. **Your participation in the group project described in the assignment #4 below is worth 5%** of the total course grade. Thus, your participation grade is a combination of participation in the course (15%) and participation in the group project (5%).
- (2) Active reading questions (ARQs, 5%):** Every Friday, you will receive active reading questions related to the following week's readings. There will be three sets of active reading questions per week – for Monday, Wednesday, and Friday respectively. **You are required to answer three sets of active reading questions during the term. Your answer must be submitted to the entire class by 11:00p.m. on the day before the class** by sending to google mailing list I will be creating. You should select **at least one ARQ before and after the mid-term**. You cannot select a set of questions for the readings that had been discussed already in class. For example, if you select to respond to a set of questions for Monday, April 20, your responses to those questions have to be submitted to class listserv by 11:00p.m. on Sunday, April 19. Do not wait to answer ARQs until week nine. Your answer to each question should be one two to two succinct paragraphs.
- (3) Two take-home exams (30%):** There will be two take home exams for the course, one before mid-term and the other after mid-term. For each exam, you will have two to three prompts. You will pick one of those. Your answer the prompt you selected should be no more than 4 double-spaced pages. It is open-book exam, meaning that you are allowed to use readings as appropriate for your answer.
- (4) Group Project (25%):** A group of up to four students will select one of eight case studies that will be discussed in throughout the term. These eight cases will be introduced to the class on the first day of class when I ask you to fill out my survey for your interest in taking the course. The group members will collaborate in each process of the project which includes: (1) selection of topics and generating research questions; (2) outlining group project goals; (3)

conducting group research (4) making presentation in class. At the end of the course, you will evaluate the participation of your group members throughout the project. I will use your evaluation of your group members as advisory opinion to assess 5% of their course participation grade for the course which is explained in assignment #1 above.

- (5) **Group Presentation (20%):** Each group will present the findings during the final week of the term. Each group is required to submit powerpoint slides before the day of presentation to me by email. Your presentation is evaluated based on: (1) control of contents as you select to present project questions and answer; (2) control of language and narrative; (3) eye-contact and connection with the audience; (4) professionalism, professional posture, and level of confidence; (5) organization of the presentation and narrative; (6) appearance of powerpoint slides and visual aid; (7) quality of connection, collaboration, and coherence among presenters; (8) level of authority you project by using credible sources and evidences; (9) creativity to motivate your audience and making your presentation interesting.

Schedule of Assignments and Due Dates

4/06 – Course survey

4/10 – Distribute assignment details and guidelines for group project

4/17 – First group meeting should be conducted by today (**participation grade**)

4/24 – Library Research Guide Session by Zoom for group project

5/04 – MID-TERM BREAK

5/29 – Group presentation (Graded)

6/01 – Group presentation (Graded)

6/03 – Group presentation (Graded)

COURSE CONDUCT

The key for you to be successful as a student and for me as a teacher in this course is timely and effective communication between you and me. In addition, Carleton offers numerous resources for you to excel in your learning. If you do not know them, do not be shy to ask. Make good use of resources on campus. For all writing assignments, I highly recommend you seeking the help of The Writing Center on campus even if you consider yourself to be the best writer in the world.

- a. **Online Appearance and Conduct:** I expect you to treat all online classes as if we are meeting on campus in a designated classroom. Your attire and look should be smart casual. All the class discussion and words spoken in class should be treated as privileged information. You are not allowed to post anything including powerpoint slides and video recording of class (if any) to Internet and social media of any kind without class participants' participation and my permission.
- b. **Attendance:** Attendance for all classes is required for this course. If you need to be absent from the class, it is your responsibility to notify me in advance. When you are absent, it is to your

benefit to borrow notes from your classmate or ask your classmates to learn what you missed. Your participation grade will be substantially affected if you are absent more than three classes without prior notification in person or without notification from the Wellness Center.

c. **Plagiarism:** I have zero tolerance for plagiarism. You have to cite sources of ideas, facts, and analyses including the opinion of classmates you read in their critical thinking essays. For example, if you take an idea from one of the critical thinking essays of your classmate, cite his or her essay. A summary of the College's policy on plagiarism states: "At Carleton College, an act of academic dishonesty is therefore regarded as conflicting with the work and purpose of the entire College and not merely as a private matter between the student and an instructor; all cases involving such dishonesty are referred for appropriate action to the Academic Standing Committee (ASC) via the Associate Dean of Students or the Associate Dean of the College." For more information on Carleton's policy on academic honesty, please consult http://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21359

d. **Late assignments:** Assignments are due on the dates specified in this syllabus or in the assignment sheet. There will be one point reduction per late day for late work. If you are unable to complete an assignment on time due to illness or personal emergency, you can request an extension with the supporting documents such as a medical note from a doctor or the Wellness Center.

e. **Special needs:** If you require special accommodation due to a documented physical or medically classified different learning capacity, please come to see me or inform The Wellness Center during the first week of class or any time throughout the semester to discuss how I might best assist you in meeting the objectives and requirements of this course.

In addition, Carleton's Coordinator of Disability Services has this statement:

Carleton College is committed to providing reasonable accommodations to students with disabilities. Students seeking accommodations should contact the Coordinator of Disability Services, Andy Christensen, at 222-4464 or anchrist@carleton.edu, to begin the process. Carleton faculty are strongly encouraged to wait for official notification of accommodations before modifying course requirements for students.

SCHEDULE OF READINGS

WEEK 1: SOCIETY OF STATES

April 6: Introduction to the Course

This syllabus

April 9: Sovereignty of States

Hobbes, Thomas. [1651] 1982. *Leviathan*, Penguin Books.

Part I: *Of Man*, pp. 183–239

April 10: Unraveling Foundation of States

Bstan-'dzin-rgya-mtsho, Dalai Lama XIV. 2005. *The Universe in a Single Atom: The Convergence of Science and Spirituality*, Morgan Roads Book.

Chapter 3: Emptiness, Relativity, and Quantum Physics, pp. 43–69

Milton Friedman, “Free to Chose: The Power of Market” [no reading for this but will watch a video clip online at: <http://www.youtube.com/watch?v=D3N2sNnGwa4> It is an hour long and be prepared for that. Pay attention to Friedman’s description of political order in market society by thinking carefully about how and why he describes the social order behind the pencil.

WEEK 2: THEORETICAL LENS

April 13: Realism and Evolution of International Society

David Armstrong, “The evolution of international society” in *The Globalization of World Politics*, p. 35-48.

Tim Dunne and Brian C. Schmidt, “Realism,” in *The Globalization of World Politics*, p. 85-98

April 15: Liberalism and Globalization

Tim Dunne, “Liberalism” in *The Globalization of World Politics*, p 101-112.

Anthony McGrew, “Globalization and Global Politics,” in *The Globalization of World Politics*, p. 15-30.

April 17: Neo-Realism, Neo-Liberalism

Steven Lamy, “Contemporary mainstream approaches: neo-realism and neo-liberalism” in *The Globalization of World Politics*, p. 115-128.

Barack H. Obama “Remarks by the President at the Acceptance of the Nobel Peace Prize,” December 10, 2009, available at

<http://www.whitehouse.gov/the-press-office/remarks-president-acceptance-nobel-peace-prize>

WEEK 3: EPISTEMIC AND ONTOLOGICAL CHALLENGES

April 20: Polycentricity of World Politics

[Handout]

April 22: Constructivism and Systemic Views

Michael Barnett, "Social Constructivism," in *The Globalization of World Politics*, p. 149-164.

Stephen Hobden and Richard Wyn Jones, "Marxist theories of international relations," in *The Globalization of World Politics*, p. 131-145.

Joseph S. Nye, "China's Re-emergence and the Future of the Asia-Pacific," *Survival*, 39, p. 65-79, Winter 1997-98.

Case study: The rise of China

Suggested Readings

Charles Horner, "China and the Historians," *The National Interest*, 63, pp. 86-96, Spring, 2001.

Aaron Friedberg, "The Future of U.S.-China Relations: Is Conflict Inevitable?" *International Security*, 30(2): 7-45, Fall 2005.

Gary Schmidt, "Confucian Say – Caveat Emptor," *The Weekly Standard*, 011(31), May 1, 2006.

April 24: Library Research Guide Section



NOTE: There will be no lecture. Librarian Sean Leahy will lead us to show secrets and superpower of grownups conducting research at Room LIBE306.

WEEK 4: STRUCTURES AND PROCESSES

April 27: The United Nations in the World Politics

The International Human Rights Clinic at Harvard Law School, *Crimes in Burma*, Report by the International Human Rights Clinic at Harvard, May 2009.

<http://www.law.harvard.edu/programs/hrp/documents/Crimes-in-Burma.pdf> [read p. 37-86]

Paul Taylor and Devon Curtis, "The United Nations," in *The Globalization of World Politics*, p 312-324.

Thomas G. Weiss, 'The illusion of UN Security Council reform', *The Washington Quarterly*,

26(4): 147-161, 2003.

Case study: The Case of United Nations handling Burma issue

Suggested Readings for Group Project:

Wayne Bert, "Burma, China and U.S.A." *Pacific Affairs*, 77(2): 263-282, Summer 2004.

Malik, J. Mohan, "Security Council Reform: China Signals Its Veto," *World Policy Journal*, XXII(1): 19-29, Spring, 2005.

Andrew Seth, "Burma and Superpower Rivals in the Asia-Pacific," *Naval War College Review*, 55(2): 43-60, Spring, 2002.

Donald M. Seekins, "Burma-China Relations: Playing with Fire," *Asian Survey*, Vol. 37(6): 525-539, June 1997.

April 29: Theorizing Globalization(s)

James N. Rosenau, "Many Globalization, One International Relations," *Globalizations*, 1(1): 7-14, 2004.

James C. Scott "Vernaculars Cross-Dressed as Universals: Globalization as North Atlantic Hegemony,"

<http://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1229&context=macintl>

May 1: Assessing Epistemic Challenges

Stephen M. Walt, "International relations: One world, many theories." *Foreign Policy*, Spring 1998.

Michael Cox, "From the cold war to the world economic crisis," *The Globalization of World Politics* p. 68-79.

MAY 5: MID-TERM BREAK

WEEK 5: INTERNATIONAL AND GLOBAL SOCIETY

May 6: International Law

Christian Rau-Smit, "International Law," in *The Globalization of World Politics*, p. 280-291.

Richard Little, "International Regimes," in *The Globalization of World Politics*, p. 294-307.

Case Study: The Global Climate treaties (Montreal Protocol), read text of the protocol from

Article 2 to 10. See at: <http://ozone.unep.org/pdfs/Montreal-Protocol2000.pdf>

May 7: Movie screening at LIBE 305 at 7:30p.m. or online



On Our Watch

May 8: What is security and for whom?

John Baylis, “International and global security” in *The Globalization of World Politics*, p. 230-243.

Armitav Acharya, “Human Security” in *The Globalization of World Politics*, p. 480-492.

Case Study: Darfur with *On Our Watch*

WEEK 6: HUMANITY AND NUCLEAR WEAPONS

May 11: National Security and Human Security

Gareth Evans and Mohamed Sahnoun, “The Responsibility to Protect,” *Foreign Affairs*, Vol. 81, No. 6 (Nov. - Dec., 2002), pp. 99-110

Alex J. Bellamy and Paul D. Williams, “The new politics of protection? Côte d'Ivoire, Libya and the responsibility to protect.” *International Affairs*, 87: p. 825–850, 2011

Case study: Libya

May 13: Nuclear Weapons

Harald Muller “The Future of Nuclear Weapons in Interdependent World,” *The Washington Quarterly*, 31(2): 63-75, Spring, 2008.

Start treaty handouts

Kenneth M. Waltz, "The Spread of Nuclear Weapons: More May Be Better," *Adelphi Papers*, no. 17 (1): (1981)

George P. Shultz, William J. Perry, Henry A. Kissinger And Sam Nunn, “A World Free Of Nuclear Weapons,” *The Wall Street Journal*, January 4, 2007.

Case Study: The Obama Administration’s approach to nuclear weapons (handouts)

Watch Obama's Prague Speech: <http://www.youtube.com/watch?v=uYcAr0ZDSlg>

Watch U.S.A – Russia Signing of START treaty (optional):
<http://www.youtube.com/watch?v=YSrOmTqsFiE>

Press conference on START (optional):
<http://www.youtube.com/watch?v=hjUXuFfU7UU>

May 15: Coronavirus, Global Pandemic, and Global Futures!

Coronavirus, Climate Change, and Human Agency

Special handouts to be distributed.

WEEK 7: NON-STATE ACTORS

May 18: Global Regulatory Regimes?

Michael Goldman, "The Birth of a Discipline: Producing Authoritative Green Knowledge, World-Bank Style," *Ethnography*, 2(2): 191-216, 2001.

Case Study: Nam Theun 2 Dam Lao P.D.R. See: www.namtheun2.com

May 19: Documentary Screening at LIBE 305 at 7:30 p.m



Blood Diamonds (Diamonds of War)

May 20: The Influence of Non-State Actors

Peter Willetts, "Transnational Actors and international organizations in global politics," in *The Globalization of World Politics*, p. 330-345.

Virginia Haufler, "The Kimberley Process Certification Scheme: An Innovation in Global Governance and Conflict Prevention," *Journal of Business Ethics*, Springer 2010

Case Study: The Kimberley Process on diamond trade

May 22: Environmental Issues

John Vogler, "Environmental Issues," in *Globalization of World Politics*, p. 346-361.

Case study: The International Water Tribunal in the Rhine [no readings].

WEEK 8: DEMOCRACY & GLOBALIZATION

May 25: WikiLeaks and Social Media

Nicolus J. Cull., "Wikileaks, public diplomacy, and the state of digital public diplomacy," *Place Branding and Public Diplomacy*, vol. 7(1): p. 1-8.

Pramod K. Nayer, "Wikileaks, the New Information Cultures, and Digital Parrhesia," *Economic and Political Weekly XLV. No 52 (25 Dec 2010): 27-30*

Case Study: Russian Investigation Case and Democracy in U.S.A [handouts]

<http://www.aljazeera.com/programmes/peopleandpower/2018/02/disinformation-democracy-180201060250730.html>

May 27: Is Democracy a Universal value?

Sen, Amartya K. "Democracy as a Human Value," *Journal of Democracy* 10(3): 3-15, July, 1999.
<http://muse.jhu.edu/journals/jod/v010/10.3sen.html>

Robert D. Kaplan, "Was Democracy Just a Moment?" *The Atlantic Monthly* 280(6): 55-80, December, 1997. <http://www.theatlantic.com/past/docs/issues/97dec/democ.htm>

Larry Diamond, "Universal Democracy?" *Policy Review*, June & July, 3-25, 2003.

May 29: Democracy Deficit in the World Politics

Group presentation is alternative

Nye, Joseph S., "Globalization's Democratic Deficit: How to Make International Institutions More Accountable," *Foreign Affairs*, July/August 2001.

Dahl, Robert A. "Can International Organization be Democratic: Skeptic View," in Ian Shapiro and Casiano Hacker-Cordón, eds, *Democracy's Edges*, Cambridge University Press, 1999.

WEEK 9: YOUR FINDINGS

June 1 : Group Presentations

June 3 : Group Presentations

Appendix A

Guidelines and Grading Rubric for Group Presentation

Graded Areas/Guidelines	Comments
Control of contents	
Control of language and narrative	
Eye-contact and connection with the audience	
Professionalism, posture, and level of confidence on the topic	
Organization of presentation and narrative	
Appearance of slides and visual aid	
Quality of connection, collaboration, and coherence among presenters	
Level of authority presented by the use of credible resources and evidences	
Creativity to motivate audience and to keep the audience attention	
Do you answer your research questions and goals?	
TOTAL POINTS	