

PSCI 222 Fall 2008
Problems of the Global Community

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This course focuses on four hot topics or issues of interest to the international community. The first unit, Bottom-Up Foreign Policy, addresses the issue of citizen advocacy in world politics, and whether it has any effect on international outcomes. The second, third, and fourth units will be determined by class vote. As the first unit suggests, we will be spending a lot of time across all four units grappling with questions such as “how do we know?” “can we believe this?” and “what is this a case of?” We will use current events and hot topics to think more broadly about similar events, and about how what we know about similar events can help us think about the current event.

Objectives

Specifically, after the completion of this course, you will:

- Develop an awareness of issues surrounding current ‘hot topics’ in world politics, both at a ‘public citizen’ level and at a scholarly level.
- Locate reliable and accurate information about events and phenomena in world politics, through the use of multiple information formats (online, books, journals, etc.).
- Develop social scientific thinking skills, including the ability to:
 - Identify puzzles in international relations,
 - Identify testable claims about solutions to those puzzles,
 - Parse evidence from the facts and information in case studies and elsewhere, and
 - Apply theory to cases to generate arguments.

This course has no formal prerequisites, but PSCI 120 Introduction to International Relations is recommended. Students who have not taken 120 should consider checking out a basic Intro to IR textbook from the library for reference during the term; I am happy to provide recommendations. PSCI 222 counts towards the international relations field (Area II) of the political science major. It meets the Studies in Cultural Differences Requirement as well as the Learning Across the Discipline: History and Social Sciences requirement.

Assessment

This course is driven by your contributions and your analysis of issues that we discuss. Because of this, it heavily weights discussion and preparation. Papers will ask you to integrate across the themes of a unit. Due dates for Unit 2 and 3 papers will be announced on their respective addenda. The final paper will ask you to integrate across at least two units. It is due no later than Friday, December 12, at 9 AM (our scheduled final exam time). You must submit all graded assignments of this course to pass.

<u>Assignments</u>	<u>Value</u>	<u>Due</u>
In-class assignments, participation, and mini-homeworks	20%	Various dates
Unit 1 Paper	15%	Sep 25
Unit 2 Paper	15%	Approx late Oct
Unit 3 Paper	15%	Approx late Nov
Final Paper	20%	Dec 12, 9 AM
Papers 1, 2, & 3 Peer Reviews	15%	One week after papers due

You are expected to come to class prepared, with any assigned reading or homework completed before the start of class. You are also expected to participate in in-class activities, including but not limited to discussion. You must submit all graded assignments to pass.

Policies: YOU ARE RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS. Any changes to due dates or class policies will be sent to your Wooster.edu email address; you are responsible for monitoring it regularly.

Required Materials: This course is somewhat unusual in its materials. As most of the syllabus topics will not be known until a week into the term, it is likely that most readings will be from online sources, including items placed on e-Reserve. I reserve the right to assign a book for each of the later units; if this is necessary, every effort will be made to make them available through the Wilson Bookstore and to make them available on reserve.

Communication: Email is by far the best way to reach me for brief questions. I typically do not read my email after 5 PM, and I normally respond within one business day. I have regularly scheduled office hours, and I encourage you to make use of them. Appointments can be scheduled on the calendar outside my office, or by email for dates not on the calendar.

Academic Integrity, Citation, and Plagiarism: As we will discuss on several occasions, academic honesty – giving credit where credit is due – is a key element in creating credible work. Always acknowledge ideas and text that are not your own. ***Any presentation of others' ideas or words as your own constitutes plagiarism, and it will be prosecuted through the procedure outlined in the Scot's Key.*** When in doubt, add a citation. There is no such thing as having 'too many cites,' but having too few cites is called plagiarism.¹ If you are unfamiliar with citation conventions in US academic writing, *please consult me or a reference librarian.* For this course, you must use the American Political Science Association (APSA) citation style; links to the style guides are on my website.

Special Needs: If you have a medical or other condition or circumstance which could interfere with your ability to achieve your best performance in this class, including any which may entitle you to extended testing time or other accommodations, ***please consult with me as soon as possible*** to make appropriate arrangements.

Attendance and Conflicts: After two unexcused absences (absence without documentary evidence of family emergency or medical attention for illness), expect a grade penalty. I reserve the right of final determination of the excusability of an absence. In accordance with the *Code on Conflicts*, students with family responsibilities, athletic commitments, or religious conflicts should indicate these *as soon as possible*; accommodations may not be possible without sufficient notice.

Due Dates and Extensions: Assignments are due at the start of class on the indicated day. Absence from class on a due date does not grant an automatic extension. Extensions are granted only in cases of medical or religious conflict or other major situation. Late work will be penalized at least one grade.

¹ This statement originates with Prof. Cindy Bair van Dam at American University, I believe; at a minimum, she was the first to say it to me. A statement like this constitutes acknowledgement that the expression is not my own.

Schedule of Course Topics

Because of the unusual nature of this course, it is not possible to provide a comprehensive term-long schedule of topics and readings at this point. For each unit, you will receive a Syllabus Addendum indicating topics and assignments. Required reading will, to the best of my ability, be indicated on the Addenda, but I reserve the right to distribute additional items by email if more topical items become available after the Addenda are distributed.

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Unit 1: Bottom-Up Foreign Policy

This unit of the course has two goals:

1. to assess effect of each of these types of non-state actors on international outcomes
2. to attempt to develop a theory, collectively, of when and how these types of actors can influence international outcomes.

You will have assigned reading for each type of actor, but in addition *you will need to do independent research for each class* on the effect of these actors on international outcomes. Consider this part of your homework/reading assignment and come prepared to discuss the evidence you've found at each class meeting. Document your sources; the credibility of your claims will rest on them.

On Thursday, September 11, we will have a guest expert join us for discussion. Ms. Carmen Izzi is the executive director of the Fair Trade Federation of the United States. She will also give a public talk on fair trade issues on Thursday evening (time and location TBA).

You should generally do the reading in the order listed.

T,
Aug 26 Orientation and Overview
Topic brainstorm.

Assignment: Visit Woodle after 5 PM today to vote. It will show up as an assignment of some sort under the first week of class. Voting is open until 9:30 AM Thursday.

R,
Aug 28 No class – Prof. Powner at American Political Science Association meeting.

Assignment: View the documentary *Black Gold* on your own time (on reserve in at the Media Library).

Write a 1-2 page critical response paper. Due Tues, Sep 2, at start of class. What's the point? Why are we watching this film in this class? Do you find the story – and its proposed solution – credible?

T,
Sep 2 Intro to Bottom-Up Foreign Policy
Read: Keck and Sikkink, Ch 1 (ER)
Browse the website of Amnesty International at <http://www.amnesty.org>. Be sure to read the “Who We Are” section and especially pieces on ‘About Us’ and the organization’s history.

R,
Sep 4 Celebrity Activism
Read: Richey and Ponte. “Better (RED) than Dead? Celebrities, Consumption, and International Aid” (W)
Read the collection of news articles on Woodle.
Browse the website of the UN Secretary General’s “Messengers of Peace” (on Woodle). Be sure to check out the past MOP’s and the Goodwill Ambassadors.

Assignment: For your research for this class, pick a particular celebrity and

attempt to determine if s/he has influenced policy making or outcomes on a given issue. Please register your celebrity choice on Woodle (in the Forums) to avoid duplication. Think creatively – this may be easier for celebrities/cases that occurred a number of years ago.

Sep 9 T, Jubilee 2000
Read: Browse the websites of the US and UK Jubilee 2000 campaigns:
<http://www.jubileeusa.org/> and <http://www.jubileedebtcampaign.org.uk/>.
Donnelly, “Proclaiming Jubilee” (ER)
Busby, “Bono Made Jesse Helms Cry” (ER)

Assignment: What countries wrote off debt? Which countries had debt written off? What governments have actually acted on their pledges and passed the necessary legislation?

Sep 11 R, Consumer Movements
Guest Discussant: Ms. Carmen Iezzi, Executive Director, Fair Trade Federation
Read: James and Clayson excerpts from *The Global Activist's Manual* (ER)
TBA

Assignment: TBA.

Sep 16 T, “Corporate Social Responsibility”
Read: TBA

Assignment: TBA.

Sep 18 R, Synthetic Discussion

Paper 1 assignment out. Due Thurs, Sep 25, at start of class.

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Unit 2: Problems of the Global Environment

REVISED

The global environment is a source of both major conflict and extensive cooperation. Why do some issues get cooperation, while others are sources of friction? How do states interact on environmental issues? What is the role of non-state actors in international environmental politics?

This unit of the course has four goals:

1. To familiarize you with basic issues in both the substance of international environmental politics and in the analysis of it.
2. To introduce analytical tools commonly used in the study of international cooperation.
3. To give you opportunities to develop your own cooperation and teamwork skills.
4. To develop, as a group and individually, arguments for why different environmental issues receive different types of political responses.

You should continue to do the reading in the order listed.

Date	Topics and Assignments
T, Sep 23	<p><u>Introduction to Problems of Environmental Cooperation</u></p> <p><u>Read:</u> Sandler 2, 3 (ER)</p> <p><u>Note:</u> You may find it very useful to bring a couple of different colored pens/highlighters to this class.</p> <p><u>Assignment:</u> Your small group will research the state of cooperation on an issue area and present your findings to the class (approx. 8-9 mins). Group 1: Desertification Group 2: Toxic chemicals Group 3: Biodiversity loss Group 4: Whaling Group 5: Trade in endangered species Group 6: Transboundary air pollution (Christina Z., Gulaid, Ayshna)</p>
R, Sep 25	<p><u>Introduction to Issues in International Environmental Politics</u></p> <p><u>Read:</u> Chasek et al., chapter 3 (W)</p> <p><i>Small group presentations due.</i></p>
F, Sep 26	<p><i>Unit 1 paper due.</i> Due no later than 4 PM, in hard copy, to Prof. Powner's office, Kauke 127.</p>

- T, Sep 30 Renewable Resources
- Read: TBA.
- Assignment: Watch the documentary *An Inconvenient Truth*. Write a 1-2 page response paper (i.e., 2-3 paragraphs) that addresses the core themes of the film. Due Thurs, Oct 2, at the start of class. A group screening will occur Tuesday, Sep 30, from 7-9 PM in the Gault Library media screening room.
- R, Oct 2 The International Politics of Climate Change
- Read: von Stein, Jana K. 2008. The International Law and Politics of Climate Change: Ratification of the United Nations Framework Convention and the Kyoto Protocol. *Journal of Conflict Resolution* 52,2: 243-268. (ER)
Sandler, Global Collective Action, Ch 10 (ER).
- T, Oct 7 Non-State Actors: Non-Governmental Organizations
- Read: Chasek et al., chapter 2 (41-51, 73-93)
TBA..
- Unit 1 peer reviews due.*
- R, Oct 9 Non-State Actors: International Organizations
- Read: Chasek et al., chapter 2 (51-73)
TBA.
- T, Oct 14 **No Class. Fall Break.**
- R, Oct 16 Synthetic Discussion
- Read: Mitchell, Ronald B. 2006. "Problem Structure, Institutional Design, and the Relative Effectiveness of International Environmental Agreements." *Global Environmental Politics* 6, 3: 72-89.
- Paper 2 assignment out.* Due Thurs, Oct 23, at start of class.

Small Group Assignment Environmental Issue Case Studies

Your randomly assembled group of 4 will have up to 9 minutes to brief the class on the state of cooperation in a major area of international environmental policy. Your group's presentation should address the major issues of debate or contention as well as any information about major blocs of states holding similar preferences or who are currently obstacles to cooperation. In substance, it must go beyond the material presented in the Chasek et al. chapter. Your group will need to:

- *Prepare a power-point presentation to support your talk.* It must contain a bibliography slide indicating any works that your group members consulted in the preparation of your talk; citations must be in APSA format.
- *Prepare a one-page reference handout for the class summarizing key information about your issue.* Who are the main actors? What is the current state of cooperation? What institution(s) are active on

cooperation in your issue area? What are the main problems or obstacles to further cooperation? This handout should be sufficiently detailed and scholarly so that your classmates can keep it for later reference in our class discussions. You may include figures, graphs or images from external sources or of your own creation; any such figures must be appropriately cited.

Both the power-point and handout must be emailed to me ***no later*** than 10 PM on Weds, Sep 24. I cannot guarantee the availability of slides or handout copies for anything arriving after this deadline. You may divide the work in any way that the group determines is fair, but free-riding will ***not*** be tolerated.

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Unit 3: Ethnic and Internal Conflict

Ethnic conflict is widely seen as a hallmark of the post-Cold War period. A number of ethnic conflicts have devolved into bloody, expensive wars, while other instances of similar ethnic disagreements and discontent have been settled peacefully. International intervention has helped in some cases – *when* states have chosen to use it – and exacerbated the situation in others. How do we understand these patterns? Why does ethnic conflict erupt, and how can it be settled? What is the role of the international community in addressing internal conflict and violence?

This unit of the course has four goals:

5. To familiarize you with prominent cases of ethnic and internal conflict, and with concepts used to understand it.
6. To introduce analytical tools commonly used in the study of particular cases.
7. To give you opportunities to develop your own teamwork and presentation skills.
8. To develop, as a group and individually, arguments for why different ethnic conflicts do (not) reach open conflict, why some of them are (not) successfully settled, and why the international community does (not) intervene.

You should continue to do the reading in the order listed.

Date	Topics and Assignments
T, Oct 21	<p><u>Introduction to Ethnic Conflict</u></p> <p><i>Read:</i> Taras and Ganguly (T&G) 1</p> <p><i>Assignment:</i> Your small group will research a particular ethnic conflict and brief the class on your findings (approx. 8-9 mins).</p> <p>Group 1: Biafra Group 2: Sudan (current) Group 3: Belgium Group 4: Nagorno-Karabakh Group 5: Indonesia/East Timor Group 6: Philippines (Alex C., Christine, Tyler, Amanda)</p>
R, Oct 23	<p><u>Case Briefings</u></p> <p><i>Read:</i> T&G 6</p> <p><i>Small group presentations due.</i></p>
T, Oct 28	<p><u>Ethnic Conflict and International Norms</u></p> <p><i>Read:</i> T&G 2, 5</p>

- R, Oct 30 Ethnic Conflict and International Security
Read: T&G 3, 9
Unit 2 paper due.
- T, Nov 4 International Intervention
Read: T&G 4, 7
Unit 2 paper self assessment due.
- R, Nov 6 Intervention, II
Read: T&G 9
Barbara Walter, "The Critical Barrier to Civil War Settlement." *International Organization*, 1998. (W)
- T, Nov 11 Synthetic Discussion
Read: T&G 10
TBA.
Paper 3 assignment out. Due Tues, Nov 25, to Woodle by the start of class.

Small Group Assignment Ethnic Conflict Case Studies

Your randomly assembled group of 3-4 will have up to 9 minutes to brief the class on the history and developments of a particular case of ethnic conflict. ***Time limits will be enforced, so prepare accordingly.*** Your group's presentation should address the underlying issues which drove/drove the conflict, the immediate or proximate causes that triggered the conflict, and efforts to resolve it. Grades for this presentation will include preparation, presentation, handout, and effective use of powerpoint. Your group will need to:

- *Prepare a power-point presentation to support your briefing.* It **must** contain a bibliography slide indicating any works that your group members consulted in the preparation of your talk; citations must be in APSA format. **Failure to do so will result in failing the assignment.**
- *Prepare a one-page reference handout for the class summarizing key information about your conflict.* Who are the main groups? What triggered the conflict? What underlying issue(s) helped conflict to emerge? How was the conflict solved, resolved, or attempted to be resolved? Was the resolution successful in the long run (i.e., 5+ yrs)? Your handout **must** contain a map showing the approximate location of key groups. This handout should be sufficiently detailed and scholarly so that your classmates can keep it for later reference in our class discussions. You may include figures, graphs or images from external sources or of your own creation; any such figures must be appropriately cited.

Both the power-point and handout must be emailed to me ***no later*** than 10 PM on Weds, Oct 22. I cannot guarantee the availability of slides or handout copies for anything arriving after this deadline. You may divide the work in any way that the group determines is fair, but free-riding will ***not*** be tolerated.

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Unit 4: Globalization

Over the past thirty to thirty-five years, the world economy has grown increasingly integrated as states drop their barriers to international trade and investment. To many in the United States, this is the primary identifying feature of the new era of 'globalization.' To many people living elsewhere, however, globalization is something much bigger than that, something that extends beyond economics to language, culture, and ways of living. To what extent is 'globalization' actually occurring? To what extent does it constrain national policy activity?

This unit of the course has three goals:

9. To familiarize you with the current debate, in political science and cognate fields, about the nature and extent of globalization.
10. To engage you in a critical evaluation of globalization both as a condition and a process.
11. To theorize, collectively and individually, about the effects of economic, cultural, and political integration on the ability of states to achieve their goals.

You should continue to do the reading in the order listed.

Date	Topics and Assignments
R, Nov 13	<u>Introduction to Globalization</u> <i>Read:</i> Friedman, <i>The Lexus and the Olive Tree</i> , ch 1 (W) Foer, <i>How Soccer Explains the World</i> , ch 5 (W) Spend some time browsing the BBC's "The Box" project at http://www.bbc.co.uk/thebox . Be sure to check out some of the video footage and browse the interactive map.
T, Nov 18	<u>Globalization and Trade</u> <i>Read:</i> Ray and Kaarbo, <i>World Politics</i> 9e (excerpt) (W) Morrow, <i>Problems in World Politics</i> , Ch 14 (HO) – pick up at Prof Powner's office.
R, Nov 20	<u>Globalization and Finance</u> <i>Read:</i> Morrow, <i>Problems in World Politics</i> , Ch 15 (HO) MacIntyre, Andrew. 2001. "Institutions and Investors: The Politics of the Economic Crisis in Southeast Asia." <i>International Organization</i> 55: 81-122. (W)
T, Nov 25	<u>Globalization and Culture: Human Rights and Democratization</u>

Read: “Gender and Globalization” and “Human Rights and Globalization” from *The Encyclopedia of Globalization*, ed. Ashish Vaidya (W)
Gray, Mark, Miki Caul Kittilson, and Wayne Sandholtz. 2006. “Women and Globalization: A Study of 180 Countries, 1975-2000.”

Unit 3 papers due.

Final paper assignment distributed.

R, Nov 27 **No class. Thanksgiving recess.**

T, Dec 2 Globalization and Culture: Peoples, Societies, and Customs

Read: Shone, Raka. 2006. “Call Centers, India, and the New Politics of Hybridity.”
International Journal of Cultural Studies 9: 105-124 (W)
Foer, *How Soccer Explains the World*, ch 9 (W)

Unit 3 self-assessments due.

R, Dec 4

Synthetic Discussion

What have we learned this term? What’s been the point? How do the units we’ve discussed relate to one another?

Assignment for class: Bring three typed questions to serve as the basis of discussion. As usual, you should bring two copies and hand one in at the start of class. One of your three questions should relate explicitly to the globalization unit, and one should explicitly draw connections across two or more units. The topic of the third is your choice.

T, Dec 9

Unit 3 peer assessments due, 9:30 AM.

F, Dec 12

Final paper due to Woodle by 9 AM (start of scheduled final exam period).