

PLS 111: Politics and Government in Global Perspective

Course Days and Times:

Tuesday/Thursday: 9:30am-10:45pm

Location: Leutze Hall (LH) 111

Course Homepage: <http://people.uncw.edu/tanp/PLS111d.pdf>



Man in Rajasthan, India (2004)

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Office Hours: Tuesday/Thursday 12:30pm-1:45pm and by appointment

Office Location: Leutze Hall 257

Catalogue Description:

PLS 111. Politics and Government in Global Perspective (3) Survey for non-majors of politics and governmental institutions within and among nation states. Attention will also be given to the role of political theory and ideology in the governance of states.

Course Introduction:

The wars in Iraq and Afghanistan, the threat of Iran's acquisition of nuclear weapons, and the terrorist attacks in New York, London, Madrid, Bali, and Mumbai have brought home to many Americans how the United States, despite its continental breadth and superpower status, cannot remain insulated from the rest of the world.

This course seeks to introduce students to the twin fields of Comparative Politics and International Relations, both part of the wider field of Political Science but with special emphasis on international affairs. The course can serve as a "one-off" experience for students interested in some liberal arts exposure to international politics. I like to refer to the course as the foundation of "what it takes to be an educated person in 20XX." The course will introduce students to major country governmental systems and important issues in international relations. If students are interested in further developing their understanding of international politics, the course can also be used as a stepping stone to a Political Science major or International Affairs minor (see the Department of Public and International Affairs at <http://uncw.edu/pls/> for more information on majors and minors).

The course is divided roughly into two parts. The first half of the course explores Comparative Politics. In this section, we will look inside selected foreign governments to explore important political institutions and processes, along with the factors that shape and are shaped by those institutions and processes. Countries to be studied in this part of the course include Great Britain, France, Russia, China, India, and Saudi Arabia. The second half of the course will focus on International Relations, that is, the relations between states. This part of the course will be primarily issue based,

drawing on the dominant approaches to international relations to illuminate several compelling contemporary international political issues, such as terrorism, globalization, and the rise of China.

Student Learning Outcomes:

- Students will be able to identify political institutions in a variety of national contexts, analyze the effects of different institutional arrangements on the policy making process, and show understanding of how global pressures shape the political agendas of national political systems.
- Identify and distinguish three of four dominant theoretical approaches to international relations and apply these approaches to the understanding of contemporary issues in international affairs like globalization, war crimes, genocide, and political conflict.
- Students will assume the perspective, interests, and point of view of a different country through a simulated negotiation exercise.

Course Readings:

Patrick H. O'Neil, Karl Fields, and Don Share, *Cases in Comparative Politics*, New York: Norton, 2010 (third edition). Referred to as O'Neil et al in the course schedule.

Donald M. Snow, *Cases in International Relations: Portraits of the Future*, New York: Longman: 2012 (fifth edition). Referred to as Snow in the course schedule.

Important additional readings can be accessed through the public internet or through our class-specific Blackboard site. Visit <http://learn.uncw.edu> to find your access to the PLS 111 Blackboard site. You will need your UNCW login and password to access the site. Find out course. Readings will be located in the "course content" section of the PLS 111 Blackboard site.

Young girl, Cochin, Kerala, India (2008)



In addition to the required course books, students are *encouraged* to read one quality international news source, such as the [New York Times](#), the [Washington Post](#), or the [Economist](#) on a regular basis. In addition to this news source, students are further encouraged to examine media from a variety of countries. European media outlets such as the [Guardian](#) (United Kingdom), [Deutsche Welle](#) (Germany), [Le Monde](#) (France, in French), and [El Pais](#) (Spain, in Spanish) will widen students' perspectives, as will non-Western media sources such as Pakistan's [Dawn](#), Saudi Arabia's [ArabNews](#), India's [The Hindu](#), Kenya's [Daily Nation](#), China's [People's Daily](#), Singapore's [Straits Times](#), and Israel's [Jerusalem Post](#). [World Press Review](#) carries a selection of articles in English from publications around the world.

Course Requirements:

Students will be evaluated on the basis of class participation, quizzes, a paper, a midterm, and a final examination. The distribution of the final course grade from the various assignments is:

- Class participation: 15%
- Quizzes: 20%
- Negotiation (group) paper: 15%
- Midterm 25%
- Final Exam: 25%

This course operates on the principle of "continuous assessment." This means that students are not placed in the difficult position of having their entire course grades riding on the grade of any one particular assignment (like a "make-

or-break” final exam). Instead, students’ grades are determined on a broader basis in terms of the students’ overall work throughout the semester. A description of the various assignments on which students will be assessed follows.

Class participation. In the old days, students were seen to be an empty vessel into which the professor poured his or her knowledge (more than likely, it was “his”—since it was the old days!). However, this old-model of education has come under severe challenge in recent years. Rote memorization is now seen to offer little to students. How often have you “crammed” for a test and then forgotten everything you learned within a few weeks?



Parthenon, Greece, 2002

The philosophy behind this course is that students learn better when that learning is active. Students are expected to attend class (with a maximum of two absences for the semester). They are also expected to participate in class discussions, considering, manipulating, testing, and questioning the topics presented in class in order to develop their knowledge of the field of Global Politics and their familiarity with the tools and concepts of Political Science more broadly. Active class participation by all students has the advantage of helping to foster tolerance for divergent viewpoints and developing students’ abilities to formulate arguments in a well-reasoned manner. Students are expected to keep up with the course reading on each class day as assigned. Class participation counts for 15% of the final course grade.

Map quiz. According to the findings of a National Geographic Society geographic literacy survey in 2006, Americans are “unprepared for an increasingly global future.” Six in ten could not find Iraq on a map (a sad state of affairs given the US service members dying there at the time) and almost half thought India was majority Muslim (it’s 80% Hindu). This course aims to tackle this problem by encouraging students’ awareness of and familiarity with major world countries, territories, and regions. The map quiz is worth 5% of the final grade.

Content Quizzes: Periodically during the semester, quizzes will be given to enable students to see how they are doing in mastering the course material (readings, lectures, and discussions). These are geared to making sure students stay current with the course material and that students are studying effectively. Problems on the quizzes may presage problems on the midterm and final examination, so beware. If you are not succeeding on the quizzes as well as you would like—and you have been trying, come see the instructor to develop a plan to help you improve your performance in the course.

Taken together the map quiz and content quizzes are worth 20% of the final course grade.

Negotiation Paper and In-class negotiation exercise. As part of the negotiation, students will submit a paper (a group paper if you are working with someone else) laying out their assigned country’s preparation for the negotiation simulation. The paper, written as a [memo](#) to you from your country’s Foreign Ministry (State Department) to you the representatives to the negotiation, will discuss your nation’s top four or five priorities for the negotiation and explain why, in relation to the country’s foreign policy or other factors, those priorities are the most important (because of history, security, domestic political imperatives, trade interest, and other factors). Back up your assertions with quotations from top officials and scholarly analyses of your country’s foreign policy. Background information about the country should only be included insofar as it contributes to elucidating your priorities and the reasons for them. The paper may additionally discuss the group’s planned strategy or tactics for the negotiation itself. How do you plan to get what you want? Which countries will be your allies? Which countries’ opposition will need to be overcome?

The paper should be 8-10 double-spaced pages in length (just 5-6 if students are working individually). For group papers, each group member should write one paragraph on what he or she contributed to the paper, and this should be

attached as an appendix to the paper. Please take a look at my webpage on [group work](#) to learn more about how to complete a group project successfully. The paper should conform to the style guidelines (including footnoting) in the [Writing Well handout](#) discussed in class. Footnoting is required and, with good sources, will help to buttress the assertions you make in your paper about your country's foreign policy and negotiation priorities. The paper is worth 15% of the final course grade. This assignment is more demanding than students tend to believe, so I encourage you to get started early.

Papers will be evaluated on the quality of the political analysis, role playing, and the richness of examples and quotations; organization and writing style; as well as the types and nature of sources used (citations are required in text, with full references behind). Wow me with the depth of your research. That means fifteen to twenty sources, minimum. Draw from your country's foreign ministry, prime minister/president's speeches, news reports, and scholarly analyses of your country's foreign policy. Make sure to stay focused tightly on the issue of the negotiation. Everything you encounter in your research doesn't necessarily belong in the paper.

What will happen at our negotiation: Before the negotiation begins, we will have a brief half hour of pre-negotiation to allow you to speak informally to other delegates before the paper is due and the real negotiation begins. This helps students to get a grasp on all the issues involved.

Your paper is due the first day of the two-day negotiation. At the negotiation, the EU President will lead the session. His/her job will be to help the delegates to come to an agreement. He/she will open the session with remarks and invite each delegation to make an opening statement. After the opening statement, delegates will move into formal discussion and sometimes adjourn into informal discussions. Your goal will be to reach an agreement at the end of the two class days. See pictures of past negotiations [here](#).

This is a big assignment. It requires you to learn about the European Union, the issue under negotiation, your country, and your country's foreign policy. Don't slight any of these areas or your paper will be weak and your ability to participate in the negotiation undermined.

A last note: Our session will run as a "crisis committee." That means outside news events can change the situation of the negotiation at any time. I will serve as the media, any country not in attendance at the meeting, and your "home government" (should you feel the need to consult your home government or request your home government to take an action to affect the negotiation).

Midterm Exam: The midterm exam will cover the Comparative Politics section of the course. It will have both short (identification) and long (essay) questions to answer. Students will have a choice of questions on both parts of the exam. The midterm is worth 25% of the final course grade.

Final Exam. The final exam will have both short-answer (identification) and long (essay) questions. The short-answer questions will draw from the second half of the course, focusing on International Relations. The essays will be cumulative, however. The final exam is worth 25% of the final course grade.

The Gandhi Dynasty: Sonia, Rajiv, and Indira (2008)

Getting Help

Students are encouraged to talk to me if they feel they need assistance with the course material. I can be reached by e-mail at tanp@uncw.edu or by phone at 910-962-3221. I am in my office most days at least 9-3 (with the exception of the times I am teaching). Dedicated office hours are Tuesday and Thursday 12:30-1:45pm.

The University Learning Center (ULC) also provides assistance to students in writing, math, and general academic skills. The office is particularly geared to helping with Basic Studies courses such as this one. The ULC is located on the first floor of Westside Hall (WE 1056); phone 962-7857; web www.uncw.edu/ulc; hours: Mon–Thur 8am–9pm; Fri 8am–5pm; Sun



3pm–9pm.

Course Policies

Academic Honesty

This instructor believes academic honesty is the foundation of the entire enterprise of a university. Only in an environment of honesty can genuine learning occur and good citizenship be fostered. For further information, students should consult the online UNCW Code of Student Life available via <http://www.uncw.edu/stuaff/odos/>. Students should also feel free to ask the instructor any questions they may have about academic honesty. Because academic honesty is treated as a serious matter, the course policy is one of zero tolerance for academic dishonesty.

The core principle of the Academic Honor Code is that **student work represents the original work of the student**. For this reason, plagiarism, using the work of another without proper citation, and cheating, the unauthorized use of information during an examination, are prohibited.

The Academic Honor Code works for both students and teachers. Students can expect that the instructor will treat them in a fair, honest, and impartial manner. The instructor also expects students to deal with her and with one another

honestly. Plagiarism and cheating are violations of academic honesty because they steal from the original creator of the work. In addition, they violate the relationship of honesty between student and teacher as the student attempts to pass off work as his or her own which was produced by another. Further, plagiarism and cheating violate the bond of honesty among students themselves. Students who produce their assignments through long, hard work are being violated by those taking a shortcut through the misappropriation of another's work or knowledge. Most sadly, students who violate academic honesty cheat themselves of the chance to learn.



Temple of Heaven, Beijing, China

Please note two particular policies the instructor follows:

1) Work for this course must be yours, and it must be original. If you wish to work on a project you have previously worked on for another class, you must add at least as much content as the assignment requires that is new and original for this class.

2) You may receive help on your written assignments (not tests) from your roommate, significant other, parents, the University Learning Center, or a passerby on the street. The process of reading and revising your work based

on the comments of others is an important part of how we learn.

Contacting the Instructor

Students are encouraged to call or e-mail with questions, or stop by office hours (listed above). I endeavor to be available to assist you with your course work. It's my job. As a hint, e-mails are likely to guarantee a quicker response than phone messages. I am most happy to set up an appointment for a meeting in addition to those times listed as office hours. However, because I have a young child at home, students must understand that there are limits on my time. A note on courtesy: When students receive assistance through any one of these extra-class channels, they should be sure to thank the instructor for her time, thought, and effort. This little trick will serve you well in the future. *It is an expected part of social etiquette.*

Late Papers

PLEASE PAY ATTENTION TO THIS POLICY!

Students are encouraged to plan in advance to make time to complete assignments. Things come up during the semester; relatives require our attention, cars break down, and students get sick. Students should begin their assignments early enough to allow for these foreseeable and unforeseeable eventualities. The instructor does not wish to receive any late assignments during the semester.

Papers are due at the start of class on the date listed on the syllabus. Each twenty-four hours that a paper is late may result in a penalty of one letter grade. ***Late papers must be submitted by e-mail (pasted into your message and attached in Word format) and must receive confirmation of receipt from the instructor to be considered "turned in."*** ***For your protection, submit your paper from an e-mail account which will keep a record of your outgoing e-mail. With this, you could demonstrate a true attempt to submit the paper that somehow disappears into the electronic ether. Do not submit papers to the instructor's faculty snail mailbox, the department secretary, or under the instructor's office door. After submitting papers electronically, students should bring a print-out of the late assignment to the next class meeting.*** Late assignments will not be graded on the same schedule as assignments submitted on time. Under no circumstances should students miss class to complete an assignment.

Extra Credit

Students are invited to attend lectures, panels, and movies on campus that deal with international affairs. Just check with the instructor beforehand as to whether you've picked a good event. After the event, submit a one- to two-page single-space write-up that deals with your reactions to the presentation. How does it relate to what we are doing in class? How does it relate to other things you've studied? Did you agree or disagree with the speaker/s argument? What did the presentation make you think about? This extra credit will be used toward class participation or in the calculation of final grades in borderline cases.

Tardiness

Students are strongly encouraged to show respect for fellow students and the instructor by arriving for class on time. Late arrivals disturb fellow students and disrupt the learning process. It is better to come in late than not to come at all, but try to be respectful of classmates by making arrangements to be in class and in your seat at the start of class.

Excused Absences

An excused absence is one that is discussed with the professor IN ADVANCE and for which documentation can be provided. Only for excused absences will the professor allow work to be made up. All make-up work will be done at the instructor's convenience.

Religious Observance Policy

In accordance with NC SL 2010-211, you are entitled to two excused absences for religious observances **per academic year**. You must inform me in writing the first week of class if you will be missing any classes due to religious observance and using one of the two permissible absences for the academic year. In addition, please inform the Registrar the first week of class who will then confirm your intentions to miss class with the impacted course instructors. Any absence for religious purposes will be considered unexcused unless you submit the request in writing the first week to me and the Registrar.

Disabilities

The instructor understands that some students may have need of accommodation (for example, extended testing time or a quiet testing locale) due to a disability. If you feel that you are in need of an accommodation, please contact Disability Services in Westside Hall to make the appropriate arrangements. The phone number is 910-962-7555.

Dr. Tan at age 23 overlooking an Indonesian volcano. Go see the world!



Electronic Devices

Students are permitted to use laptop computers during class to access PowerPoints, online notes, or to type their own course notes. **Laptops are not to be used for surfing the internet or checking e-mail. Students with computers are encouraged to sit in the back of the classroom to avoid disturbing fellow students. During periods of class discussion, computers should be closed to ensure adequate attention and participation.** Obviously, when tests and quizzes are being administered, laptops are not permitted. Use of cellphones, including texting, is never permitted. **PLEASE NOTE: If students are found to be using electronic devices in a manner inconsistent with the professor's assessment of the best environment for group learning, they may be penalized with a one-letter grade reduction in their final course grade.**

World Wide Web Resources

The web has a bounty of information for research in international affairs (not all of it credible—be a careful consumer!!!). Below, students will find a selection of websites. Students should consult the instructor if they require any assistance in finding additional web resources on particular topics or countries. Additional resources are located in the course schedule, as appropriate to the day's topic. Many of the sites below will be of help to the research for the negotiation project.

Atlantic Online <http://www.theatlantic.com/>

Brookings Institution <http://www.brook.edu/>

CIA World Factbook <https://www.cia.gov/cia/publications/factbook/>

Council on Foreign Relations <http://www.cfr.org/index.php>

Economist magazine <http://www.economist.com>

EU Observer (News about the European Union) <http://www.euobserver.com/>

ElectionGuide <http://www.ifes.org/eguide/elecguide.htm>

EuroGuide (Guide to the European Union, United Kingdom) <http://www.euroguide.org/>

Embassy, the Electronic Embassy <http://www.embassy.org/> (find links to embassies in Washington, DC)

European Governments Online (from the EU) http://europa.eu.int/abc/governments/index_en.html

European Union Online (Official) http://europa.eu.int/index_en.htm

Foreign Affairs <http://www.foreignaffairs.org/>

Foreign Policy <http://www.foreignpolicy.com/>

Freedom House (NGO) <http://www.freedomhouse.org/>

Inter-Parliamentary Union—IPU <http://www.ipu.org/>

Missions to the UN (with links to missions' websites) <http://www.un.int/index-en/webs.html>

New York Times <http://www.nytimes.com> (site requires registration, but it's free)

Political Resources on the Net <http://www.politicalresources.net/>

United Nations (Official) <http://www.un.org/>

US Department of State (Official) <http://www.state.gov>

World Bank (Official) <http://www.worldbank.org>

World Wide Web Virtual Library (WWWVL) International Affairs Resources <http://www.etown.edu/vl/>

See also, my Good Sources website at <http://people.uncw.edu/tanp/GoodSources.html>.



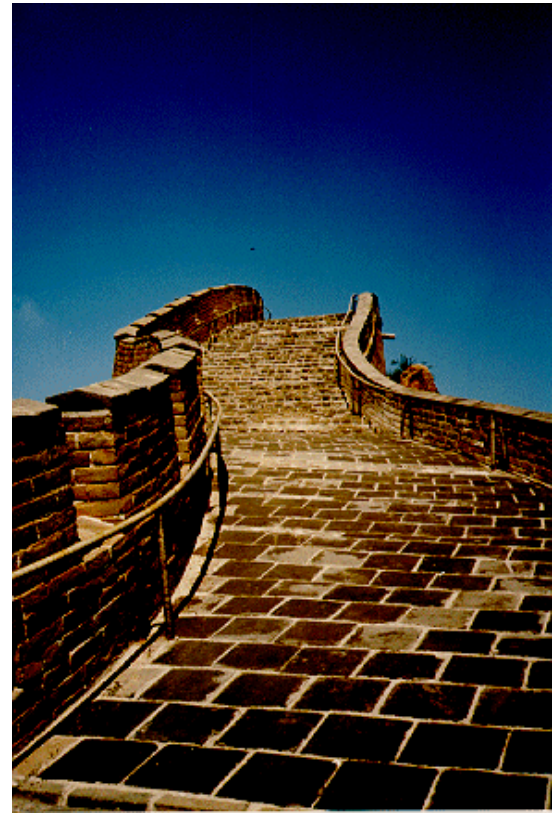
Political power in 13th century France, Château d'Angers (2001)

Periodicals, Scholarly Journals, and US Government Publications

As wonderful as the web is for finding information, periodicals and scholarly journals still form the backbone of our academic work. Some periodicals and journals helpful for the study of international affairs are listed below:

Comparative Political Studies
Foreign Affairs
Foreign Policy
International Organization
International Security
Journal of Conflict Resolution
Journal of Democracy
Political Science Quarterly
Survival
Third World Quarterly
Washington Quarterly
World Politics

You can access many of these journals through the library's online journal databases. From the UNCW homepage, choose "Already have a citation? Looking for a journal?." The following databases are good for Political Science research: EbscoHost Academic Search Premier, Lexis-Nexis, J-Stor, Project Muse, Sage Journals Online, and CIAO.



The Great Wall at Badaling, China (1987)

Course Schedule

I. Introduction

AUG 25 Introduction to Global Politics

Introduce course requirements and schedule. Review syllabus.

Activity: The Most.

Looking ahead: Reading for next time includes selections from the textbook as well as something that must be accessed via Blackboard. See above (under "Important additional readings") for instructions on accessing Blackboard readings.

II. Comparative Politics

AUG 30 Introduction to Comparative Politics

Lecture: [Introduction to Comparative Politics](#).

Discuss: [Reading critically](#).

Reading: O'Neil et al, Chapter 1, "What is Comparative Politics?" Also, Thomas Friedman, "Who Will Tell the People?" *New York Times*, May 4, 2008 (Blackboard as FriedmanWhoWillTellthePeople.pdf).

Looking ahead: Introduce requirements for the [map quiz](#).

SEP 1 Politics of Great Britain

Lecture: [The British Constitution and the Institutions of Government](#).

Reading: O'Neil et al, Chapter 2, "United Kingdom."

Virtual Handout: [Diagram of Three Systems](#).

Recommended: For more information on Britain's parliamentary system, see the British parliament website at <http://www.parliament.uk/>. Find the British Prime Minister at No. 10 Downing Street. See <http://www.number-10.gov.uk/output/Page1.asp>. To follow British news, try the *Guardian* at <http://www.guardian.co.uk/>. For a guide to websites on British politics, see <http://www.psr.keele.ac.uk/area/uk.htm>.

SEP 6 The Politics of Great Britain

Lecture: [Political Parties and Elections in Britain](#).

Discuss: Effects of different electoral systems.

Reading: Finish O'Neil et al, Chapter 2.

Recommended: To learn more about Britain's political parties, take a look at the websites of the [Labour](#) and [Conservative](#) parties. To keep up with elections around the world, check out Election Guide from the International Foundation for Election Systems at <http://www.electionguide.org/>

Looking ahead: Map quiz coming up.

SEP 8 The Politics of France

Lecture: [France's Parties and Hybrid System](#).

Discuss: Describe the French institutions of government. Compare/contrast with British/US institutions. Learn about issues in most recent French presidential elections.

Reading: O'Neil et al, Chapter 4, "France."

Recommended: For more information on France's politics, see the website of the French President at <http://www.elysee.fr/ang/index.shtm>. Also, there is the French Studies Web at <http://www.lib.byu.edu/~rdh/wess/fren/polygov.html>. The Worldwide Web Virtual Library of France at http://www.library.pitt.edu/subject_guides/westeuropean/wwwes/france.nhp.html. And, you can get a French perspective on world events from *Le Monde Diplomatique* at <http://mondediplo.com/>.

MAP QUIZ.

Comment/question cards. How is class going so far? Is there anything you need more help to understand?

You must read the articles from the *Economist* magazine on France for next class. Class will be conducted primarily as discussion.

9/11 ANNIVERSARY

PLEASE NOTE THAT FROM SEPTEMBER 9th to 16th THERE ARE A VARIETY OF EVENTS ON CAMPUS TO COMMEMORATE THE 10th ANNIVERSARY OF 9/11. If you attend one of the substantive sessions with scholars/speakers, you may write a one-to-two page reflective write-up on the session for extra credit for this class. See "extra credit" above for more information. See the Public and International Affairs website for information on the schedule of events:

<http://uncw.edu/pls/>.

SEP 13 The Politics of France

Discuss: [The French Economic Model v. the Anglo-Saxon Model](#).

Reading: "Insiders and Outsiders," "Reforming the Unreformable," "What France Needs," "The Art of the Impossible," and "Where There's a Will," *Economist*, October 28, 2006 (Blackboard as FranceEconomy.pdf).

Recommended: See the prime minister's website at <http://www.premier-ministre.gouv.fr/en/> to learn how the government is currently addressing various policy challenges. Has the global economic crisis changed the outlook on the various models?

SEP 15 The Politics of Russia

Lecture: [Russia Then and Now](#).

Discuss: The Old USSR (We'll look at contemporary Russia in later sessions).

Reading: O'Neil et al, Chapter 7, "Russia."

Recommended: For more information on Russia's contemporary politics, see *Pravda* at <http://english.pravda.ru/>. For detailed information on elections in Russia, see Russia Votes at <http://www.russiavotes.org/> For a wide collection of links on Russia and Eastern Europe, see Reesweb at <http://www.ucis.pitt.edu/reesweb/>.

Content quiz next time.

Looking ahead: Any requests for partners/countries for the European Union negotiation? Brief introduction to the project.

SEP 20 The Politics of China

Lecture: [Communism and Post-Communism?](#)

Discuss: Maoist China and the Post-Mao Reforms.

Reading: O'Neil et al, Chapter 8, "China."

Recommended: For a meta-collection of Chinese resources, start at the WWW Virtual Library for China at <http://sun.sino.uni-heidelberg.de/igcs/>. Two popular English-language media websites from China are *China Daily* at <http://www.chinadaily.com.cn> and *People's Daily* at <http://english.peopledaily.com.cn/home.shtml>.

CONTENT QUIZ #1.

SEP 22 The Politics of China

Video: *China Rises: Party Games*.

Reading: Make sure you've finished O'Neil et al, Chapter 7.

Looking ahead: Requests for the negotiation project (partners/countries) due today.

SEP 27 The Politics of India

Lecture: [Indian Politics and the Historical Legacy](#).

Discuss: 1) The Indian Independence Movement and Non-Violent Resistance and 2) Communal Conflict (the latter topic, if time permits).

Reading: O'Neil et al, Chapter 9, "India."

Recommended: For an echo of India's independence movement, see this *New York Times* story about the protest tradition and contemporary politics <http://www.nytimes.com/2010/09/15/world/asia/15strike.html>. Learn more about India's politics, by learning about two leading political parties: the Congress Party at <http://www.indiannationalcongress.com/> and the Bharatiya Janata Party at <http://www.bjp.org/>. More information about India can be accessed via the Indian Embassy in Washington, DC. Find the embassy at <http://www.indianembassy.org/>. Read one of India's most prominent national magazines at <http://www.frontlineonnet.com/>. Major newspapers include *The Hindu* at <http://www.hinduonline.com/> and *The Times of India* at <http://www.timesofindia.com>.

Looking ahead: Assign negotiation groups/countries.

Virtual Handout: [The Importance of Writing Well](#)

SEP 29 The Politics of Saudi Arabia

Lecture: [Saudi Arabia: Case Study of Islam, Democracy, and Authoritarianism in the Middle East](#).

Discuss: Saudi absolute monarchy, pressures for reform and status quo. Consider women in the Middle East.

Reading: *Economist*, "At a Snail's Pace." October 2, 2010. <http://www.economist.com/node/17149062>.

Recommended: Try the UK-based *Middle East Times* at <http://www.metimes.com>. Additional scholarly information and news about Saudi Arabia and other Middle Eastern countries can be accessed from the Middle East and Jewish Studies WWW Virtual Library at <http://www.columbia.edu/cu/lweb/indiv/mideast/cuvlm/>.

Looking ahead: Discuss negotiation project and sources of information. Also, talk about note taking during discussion classes. BE PREPARED TO DISCUSS the reading for next class. The bulk of our session will be discussion.

OCT 4 Issues: Development

Discuss: [Dam Development](#).

Reading: Arundhati Roy, "The Greater Common Good," 1999 [ONLINE] Available from <http://www.narmada.org/gcg/gcg.html> [accessed November 28, 2006] (free on the internet). For a viewpoint opposing Roy, see <http://www.sardarsarovardam.org/>. See also the UN's Millennium Development Goals website: <http://www.un.org/millenniumgoals/>. Learn what these goals are. Another dam drama is unfolding in Brazil: See Alexei Barrionuevo, "Bypassing Resistance, Brazil Prepares to Build a Dam," *New York Times*, August 15, 2010. <http://www.nytimes.com/2010/08/16/world/americas/16brazil.html?ref=world&src=me&pagewanted=print>.

Recommended: For more information on development issues, visit the website of the World Bank at <http://www.worldbank.org> or the United Nations Development Program at <http://www.undp.org>. For progressive/anti-liberal views, visit Naomi Klein's website at <http://www.nologo.org> or the Whirled Bank at <http://www.whirledbank.org/index.html>.

Also recommended: To learn more about the developing and developed world, try a video at TED. Hans Rosling, "New Insights on Poverty," TED, March 2007, http://www.ted.com/talks/hans_rosling_reveals_new_insights_on_poverty.html.

OCT 6 DEVELOPMENT

Video: *Fazel H. Abed: Innovator for the Poor*

Reading: None for today.

Recommended: For more information on Brac, see <http://www.brac.net>

OCT 11 Class cancelled: Fall Break

Oct 13 Poli Sci Days

Please see the [Department of Public and International Affairs website](#) for information on Poli Sci days events. Students must attend one Poli Sci days event in place of our October 13th session. Please bring your Poli Sci days ticket to me in class on the 18th.

OCT 18 Ideologies

Lecture: [Isms and Politics](#).

Discuss: Is American politics ideological? Is ideology good or bad?

Reading: Karl Marx and Friedrich Engels, "Manifesto of the Communist Party," 1848 [ONLINE] <http://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm> (Ch. 1) [accessed November 29, 2006] (free on the internet).

Looking ahead: Second content quiz coming up.



Housing and Development Board Apartment-homes, Singapore (2008)

OCT 20 Issues: Democratization

Lecture: [The Arenas of Democratization](#).

Discuss: The Democratization of Russia? Afghanistan?

Reading: Juan J. Linz and Alfred Stepan, *Problems of Democratic Transition and Consolidation*, Baltimore: Johns Hopkins University Press, 1996, 3-38. The reading is in two parts on Blackboard (LinzStepan1.pdf and LinzStepan2.pdf).

Additionally, try to be aware of the news out of Afghanistan. This will help us in our discussion.

Recommended: For more information on democratization, the National Democratic Institute for International Affairs (<http://www.accessdemocracy.org/>) and the International Republican Institute (<http://www.iri.org>) both work around the world fostering democracy. Find reports, polls, focus groups, and more information about democratization programs on those organizations' websites. Learn more about what scholars have to say about democratization at the Stanford University Comparative Democratization Project at <http://democracy.stanford.edu/>.

Looking ahead: Talk about [European Union Negotiation Project](#). ([EU Intro here.](#)) For more information on the European Union, be sure to see Snow, Ch. 10.

CONTENT QUIZ #2.

OCT 25 Democratization

Discuss: [Democratization](#).

Reading: Recall, O'Neil et al chapter on Russia.

Looking ahead: Midterm coming up. Practice [essay questions](#).

OCT 27 MIDTERM EXAMINATION (You will need your own paper to write your essay).

III. International Relations

NOV 1 Introduction to International Relations

Lecture: [Introduction to International Relations Theory](#).

Reading: Karen A. Mingst, "Contending Perspectives: How to Think about International Relations Theoretically," *Essentials of International Relations*, New York: Norton 2008 (fourth edition), 55-80 (on Blackboard as Mingsttheory.pdf).

[Discuss: Where does foreign policy come from?](#)

Activity: Discuss President Obama's foreign policy. Is he a realist or a liberal?

NOV 3 Terrorism

Discuss: [Terrorism](#)

Reading: Snow, Chapter 16. Also, Osama bin Laden, "Letter to America," published in the *Guardian*, <http://www.guardian.co.uk/world/2002/nov/24/theobserver>, November 24, 2002.

Highly Recommended: For more information about terrorism, see Terrorism.com or Terrorism Answers.

Looking ahead and activity: Get started researching for your European Union negotiation papers. Do some sample research in class.

NOV 8 Rising Powers: China and India

Discuss: Is there a [China Threat?](#)

Reading: Snow, Chapter 11.

Recommended: For more information, see the Chinese Military Power page at <http://www.comw.org/cmp>.

NOV 10 The Middle East Conflict

Discuss: [Israeli-Palestinian Conflict](#).

Reading: Snow, Chapter 4. Check the news to see what is going on between Israel and the Palestinians currently. We'll discuss current developments in class.

Recommended: For more information on the Middle East conflict, try the following website, which has both documents and analysis (<http://www.mtholyoke.edu/acad/intrel/meres.htm>). For news coverage of the region, try *Arab World News* at <http://www.arabworldnews.com/> or the *Jerusalem Post* at <http://www.jpost.com>.

Looking ahead: Pre-negotiation.

NOV 15 [Negotiation Simulation](#)/European Union (see pictures of a past simulation [here](#)).

DUE DATE: NEGOTIATION PAPERS.

Remember, there's background on the European Union in Snow, Ch. 10.

NOV 17 [Negotiation Simulation](#)/European Union

Looking ahead: Content quiz next time.

NOV 22 Globalization

Discuss: [Globalization](#).

Practice [essay questions](#) for the final exam.

Reading: Snow, Chapter 12. Focus on the globalization policies. You may just skim the sections on development and the G-20.

Recommended: For more information on globalization, check out [Yale University's Center for the Study of Globalization](#).

The International Monetary Fund can be found at <http://www.imf.org>. Thomas Friedman is a frequent writer on globalization and a *New York Times* columnist. His books that touch on globalization include *The Lexus and the Olive Tree* and *The World is Flat*.

CONTENT QUIZ #3

NOV 24 Class Cancelled. Thanksgiving.

NOV 29 International Humanitarian Intervention (or the Lack Thereof): Rwanda and Darfur

Video: *Ghosts of Rwanda*.

Reading: Snow, Ch. 8.

Recommended: See Frontline's companion website at <http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/>. For more information, read the Human Rights Watch report on the Rwandan genocide at:

<http://www.hrw.org/reports/1999/rwanda/>. There are US government documents on the US' activities during the slaughter at the respected National Security Archive website at

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB53/index.html>. Yale University has a Genocide Studies Program which would allow you to look at Rwanda and other cases of genocide. This can be found at

<http://www.yale.edu/gsp/rwanda/>. The Hollywood movie *Hotel Rwanda* (based on a true story) does a good job of telling the story of the Rwandan genocide from the perspective of one man, a hotelier, who helps to save more than 1,000 people during the genocide by protecting them inside his hotel. I have also had the library purchase *Shake Hands with the Devil*, a documentary based on the story of UN/Rwanda commander Romeo Dallaire, who tried desperately to save lives during the genocide but did so with few troops and little support from the world community.

DEC 1 International Humanitarian Intervention (or the Lack Thereof): Rwanda and Darfur

Video: *Ghosts of Rwanda*, continued.

Discuss: [Rwanda Genocide](#).

Reading: None for today.

Recommended: For more information, see the UN's Department of Peacekeeping Operations at <http://www.un.org/Depts/dpko/dpko/home.shtml>. Learn something about Rwanda today at: <http://www.gov.rw/>, the official webpage of the Rwandan government. Contemporary news can be found at <http://allafrica.com/rwanda/>.

DEC 6 War Crimes

Discuss: [War Crimes](#) Case.

Practice essay questions for the final exam.

Reading: Snow, Chapter 3.

Recommended: See primary documents on the laws of war at Avalon at

<http://www.yale.edu/lawweb/avalon/lawofwar/lawwar.htm>. Global Policy also has a section on International

Tribunals. See <http://www.globalpolicy.org/intljustice/tribindx.htm>. Visit the website of the International Criminal

Court at <http://www.icc-cpi.int/php/show.php?id=home&l=EN>.

DEC 13 9:30-10:45am FINAL EXAMINATION



Dr. Tan with an Indonesian friend, monitoring the Indonesian presidential elections (2004). Okay, it was really hot.

Have a great holiday!!