

POLS 139C: CRITICAL WRITINGS IN INTERNATIONAL RELATIONS

In Workflow

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Approval Path

1. Mon, 24 Aug 2020 21:03:46 GMT
Jim Cox (jhcox): Approved for POLS Chair
2. Wed, 09 Sep 2020 23:39:45 GMT
Tristan Josephson (tristan.josephson): Rollback to Initiator
3. Fri, 11 Sep 2020 13:52:10 GMT
Jim Cox (jhcox): Approved for POLS Chair
4. Fri, 18 Sep 2020 17:08:18 GMT
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
5. Fri, 18 Sep 2020 18:38:35 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

New Course Proposal

Date Submitted: Fri, 11 Sep 2020 04:56:15 GMT

Viewing: POLS 139C : Critical Writings in International Relations

Last edit: Fri, 11 Sep 2020 04:56:14 GMT

Changes proposed by: Patrick Cannon (101014468)

Contact(s):

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Catalog Title:

Critical Writings in International Relations

Class Schedule Title:

Critical Writings in IR

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Political Science

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2021 (2021/2022 Catalog)

Subject Area: (prefix)

POLS - Political Science

Catalog Number: (course number)

139C

Course ID: (For administrative use only.)

TBD

Units:

3

In what term(s) will this course typically be offered?

Fall term only - odd years

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

For much of its existence, most of the disciplinary gatekeepers of international relations have remained silent about the raced, classed, and gendered assumptions of its conventional theories; overlooked how those theories have been used to justify policies and actions that exploited and marginalized Black, Indigenous, and People of Color, women, and working-class and poor people throughout the world; and ignored how Black, Indigenous, and People of Color, women and working-class and poor people throughout the world have organized to counter those racist, exploitative, and sexist policies. Consequently, this seminar explicitly considers how critical international relations scholars have identified, analyzed, challenged and offered alternatives to the raced, classed, and gendered assumptions and consequences of the theory and practice of international relations. In addition, it provides another undergraduate seminar for IR and Political Science majors.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This undergraduate seminar examines writings and other materials that analyze how race and racism, class and economic exploitation, gender and patriarchy, and intersectionality have influenced the theory and practice of international relations from the sixteenth through the twenty-first centuries.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

POLS 130

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

Students will be able to:

1) identify and explain the theoretical and analytical basis for including race, class, gender, and intersectionality in the study of the theory and practice of international relations. Since all of the students in the seminar will have completed the prerequisite of the upper-division, required survey in international politics that introduces students to international relations theory, this part of the course briefly examines how the assumptions and tenets of poststructural, postcolonial, Marxist and neo-Marxist, and gendered approaches identify and explain the significance of race and racism, class and economic exploitation, gender and patriarchy, and intersectionality in theory and practice of international relations.

2) explain in detail the role of race and racism in the founding of the discipline and to assess the significance and impact of the Howard School of International Relations, a group of scholars who argued that race and racism are central to understanding the theory and practice of international relations.

3) apply a neo-Trotskyist Uneven and Combined Development framework to explain how the West achieved hegemony in the global political and economic systems in the 16th century and beyond.

4) describe a neo-Marxist reading of the Haitian Revolution, a profound political and economic event nearly completely absent from conventional approaches to the discipline.

5) explain gendered approaches to international relations.

6) apply the postcolonial theoretical concept of intersectionality and explain how Black, Indigenous, and People of Color, women and working-class and poor people throughout the world have organized to counter those racist, exploitative, and sexist policies.

Attach a list of the required/recommended course readings and activities:

Political Science 139C Syllabus.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Students will write three analytical essays based on the course readings.

Essay # 1 requires students identify the relevant assumptions from poststructuralism and postcolonialism and then create a framework from those assumptions to explain the strengths and weaknesses of Vitalis' 'White World Order, Black Power Politics'. This essay is 7-9 pages and aligns with Expected Learning Outcomes 1 and 2.

Essay #2 requires students to explain how Trotsky's concept of Uneven and Combined Development can be used to explain the Haitian Revolution, analyze how a postcolonialist theorist would agree or disagree with such an assessment and then evaluate the strengths and weaknesses each approach. This essay is 7-9 pages and aligns with ELO 1, 3, and 4.

Essay #3 requires students to identify, explain and evaluate the significance of Tickner's 'A Feminist Voyage Through International Relations,' to the international relations canon. This essay is 7-9 pages and aligns with ELO 1 and 5.

Participation. As a seminar, students will be responsible for providing either verbal or short written responses to the questions listed on the syllabus for each class. In addition, sometimes students will be asked to answer those questions in a small-group setting and will be asked to either explain the answers to the class or to write a short summary. Moreover, participation includes the questions that students ask in class. Participation aligns with ELO 1,2,3,4,5,and 6.

Two short essays on documentaries shown in class.

For the first short essay, students will be asked to write a 1-2 page response to the following question: How does Peck's documentary both refute and confirm Depuy's analysis in Rethinking the Haitian Revolution? This short essay aligns with ELO 1, 2, and 4.

The second short essay asks students to explain two ways in which intersectionality applies to Hamadi's Mama Colonel and aligns with ELO 1 and 6.

For whom is this course being developed?

Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines

Knowledge of human cultures and the physical and natural world

Integrative learning

Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Reviewer Comments:

Tristan Josephson (tristan.josephson) (Wed, 09 Sep 2020 23:39:45 GMT): Rollback: Please see email for requested changes.

Key: 14275