

# California State University, Sacramento

Government 35, Section 6  
World Politics  
Syllabus, Spring 2008, Dr. Hughes

## Degree Utility:

This course has been approved for G.E. Subarea D1b (World Cultures). In addition, it is a useful prerequisite, whether mentioned or not, for any Government course in the 130 series (International Relations) or 140 series (Comparative Government) and, of course, will help you if you elect the International Relations concentration within the government major. It is also recommended for Liberal Studies majors.

## Catalog Description of Course:

**World Politics.** Basic introduction to global politics focusing on a broad range of issues and problems relating to conflict and cooperation among nations, and on similarities and differences among nations' governmental institutions, structures and processes. 3 units.

## Course Description:

Countries, or states, intergovernmental organizations, and, increasingly, other types of transnational organizations, such as multinational corporations, are usually considered the more important actors within world politics. Broadly defined, world politics is the study of how states are governed, why and how states interact politically and economically, and whether intergovernmental and transnational organizations affect state behavior and, if so, how. The study of world politics, in short, requires an understanding of the basic concepts and issues of both comparative and international politics.

Consequently, the primary purposes of this introductory course are twofold. The first third of the course examines the similarities and differences among the political systems of some of the more internationally significant states. The remainder of the course provides students with the basic knowledge of a broad range of issues and problems relating to conflict and cooperation among states and the influence of intergovernmental and transnational organizations within world politics. **No prior study in government or political science is required.**

## Objectives:

The world is becoming increasingly integrated into a "global village;" what happens in other countries increasingly affects us. Our economy is more and more internationalized; we are more dependent on imported products as well as on foreign markets for our sales. International economic competition shapes our domestic economy. International migration links us to more and more countries and shapes our culture and

labor markets. Natural and man-made disasters in far corners of the earth are beamed nightly into our living rooms.

As responsible citizens, we need a better understanding of foreign governments and politics and international issues for us to function effectively in the newly emerging global system. At the same time, we face complex problems in trying to develop a more prosperous and more just society, both domestically and internationally. The experiences of other countries can give us positive and negative models as we try to perfect our policies, both domestic and international.

Thus, this course contains the following assessable learning objectives:

- ◆ Examine the political, economic, and social institutions of at least two of the more significant Western European states, such as Germany, Britain or France;
- ◆ Expose students to the political institutions and cultures and contemporary domestic and foreign policies of post-communist countries, such as Russia, and of developing countries such as China, Brazil, South Africa or Iran;
- ◆ Provide students with the basic knowledge of a broad range of issues and problems relating to conflict and cooperation among states including the various theoretical approaches to the study of world politics; the key historical and ideological junctures that define the evolution of the international system; attempts at achieving stability through international organizations, regional institutions and legal principles; the foundations of international political economy; and the politics of the international ecological agenda;
- ◆ Present contributions to, and perspectives of, world politics from women and persons from various ethnic, religious, and socio-economic groups;
- ◆ Develop and refine students' writing skills through the use of various exercises, such as essays and short papers.

## Required Textbooks:

Michael Roskin, *Countries and Concepts: Politics, Geography, Culture*. Ninth edition. Prentice Hall: Upper Saddle River, NJ, 2000.

John T. Rourke, *International Politics on the World Stage*. Eleventh edition. Duskine: Guilford, CT, 2003.

Rashid Khalidi, *Resurrecting Empire*. Beacon Press: Boston, MA, 2005.

### Reading Assignments:

Reading assignments for the required texts can be found in the tentative course outline below. This course is largely about the ideas of world politics, and for a fruitful exchange of ideas in the classroom, students need to participate in the discussions, keep up with the readings, and follow the reporting of foreign and international events in newspapers such as *The New York Times* ([www.nytimes.com](http://www.nytimes.com)), *The Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)), *The London Times* ([www.londontimes.com](http://www.londontimes.com)), and *The Los Angeles Times* ([www.latimes.com](http://www.latimes.com)). A weekly publication, *The*

*Economist* ([www.economist.com](http://www.economist.com)), is also an excellent source of information.

For those who like to be entertained while being informed, there is the network news; or alternatively, the *Lehrer News-hour* (Ch. 6, M-F, 6-7 p.m. and KVIE 2, M-F, 10-11 p.m.). And not to neglect the other medium, there is Public Radio's *Morning Edition* (88.5 KQED, 3-9 a.m. and 90.9 KXJZ, 6-9 a.m.) and *All Things Considered* (KQED and KXJZ, 4-7 p.m.). BBC broadcasts are available at the top of the hour in the mornings from 6 a.m.-9 a.m. and at 6 p.m. on 89.5 WKVMR.

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### Course Requirements:

Assignment	Points/100	Time or Due Date
Discussion	5	As often as appropriate.
Midterm	25	March 10
Writing Assignment	15	April 7 ( <b>Late Papers Will Not Be Accepted Nor Graded!!</b> )
Quizzes	15	Announced and Unannounced, 3 out of 4 graded.
Final Examination	40	May 21, 3-5 p.m.

### Exams:

To ensure mastery of the course objectives, students are required to complete the required exams. Exams will be short answer and essay. Study guides will be provided prior to each exam.

### Paper:

The writing assignment is a paper on international non-governmental organizations, **due on April 7. Without exception, late papers will not be accepted nor graded!!!!**

Examine the websites listed below. Then choose two—it does not matter which two—and write a two to three page, double-spaced report on **each of the two**, answering the following questions:

- 1) What is(are) the purpose(s) of the organizations?
- 2) What are the practical and theoretical interests of the topic(s) in the field of international politics?
- 3) What have the organizations accomplished and what are the main obstacles they face in attaining their goals?

### Grading:

Evaluation of all segments of the course will be in accordance with the following scale:

Free Rice (<http://www.freerice.com>)

Human Rights Watch (<http://www.hrw.org>)

Riders for Health (<http://www.riders.org>)

Doctors Without Borders

(<http://www.doctorswithoutborders.org>)

Oxfam International (<http://www.oxfam.org>)

Avert AIDS (<http://www.avert.org>)

PlayPumps (<http://www.playpumps.org>)

Sudan Divestment Task Force

(<http://www.sudandivestment.org/home.asp>)

**Quizzes:** On four occasions during the semester, there will be announced and unannounced quizzes. Each quiz will be short answer. Students will be able to drop their lowest score. No make up quizzes will be allowed.

**Participation:** Participation includes listening attentively, taking notes, and answering and asking questions on a fairly regular basis.

**Make-Up Exam Policy:** Students are expected to attend class during exam periods and when class assignments are due. Make-up exams only will be given for an excused absence to be determined by the instructor.

<b>A</b>	Outstanding achievement	87/100 or higher
<b>B</b>	Excellent performance; clearly exceeds course requirements	77-86/100
<b>C</b>	Average	67-76/100
<b>D</b>	Passed, but not at average achievement standards	57-66/100
<b>F</b>	Failed, work not satisfactory for college credit.	0-56/100
<b>Incompletes:</b> A form available at TAH-3104 must be filled out in duplicate and signed by both the instructor and the Department Chair before the end of the class.		

This is the grading rubric I will follow in grading your work. Students should note these expectations.

### Grading Rubric (After Work of Colleagues)

Definition	Inadequate	Needs Work/Shows Promise	Meet requirements/Shows Competency	Excellent Work
<b>Information Acquisition:</b> Student uses the information needed to address paper topic. Information may come from assigned readings, class lectures and discussion, student research from the library, or other sources.	Information does not address the topic. Student leaves out obvious sources of information available in the library or from class.	Student has some useful information but not enough to address the paper topic. Student relies on information from only a few sources or from the same types of sources.	Student uses enough information to address topic. Student uses relevant material from class and uses required information available in the library. Varied sources were used.	Student uses a wide variety of sources to address the question. The student uses all available information from this and other classes.
<b>Conceptual Thinking:</b> Part of a liberal arts education is moving from learning facts to thinking more abstractly. Students should be able to recognize, break-down, and apply complex concepts and ideas.	The student's work does not demonstrate a clear understanding of concepts needed to address paper topic. Key concepts are left out of the paper altogether.	Student attempts to explain important concepts, but they are not fully developed. Evidence of an under-developed concept includes misstating ideas or leaving out key components of those ideas.	The students' work demonstrates a basic understanding of concepts needed to address their paper topic. The student describes the relevant concept completely and clearly.	The student's work provides a deep understanding of concepts by using meaningful examples or explaining how the concept fits into broader historical and political contexts.
<b>Analysis of Relationships and Theories:</b> The next step in the learning process is understanding how concepts and ideas relate to one another in the form of theories. Student understands relevant theories and underlying assumptions.	Student demonstrated little understanding of how key concepts relate to one another. For example, student may apply the wrong theory to a particular case	Student conveys an incomplete explanation of relevant theories. For example, underlying assumptions are not identified.	Student fully explains relevant theories. This entails explaining how key concepts fit together.	Student demonstrates an exceptional understanding of relevant theories. For example, the student may provide evidence or an example we did not discuss in class.

Application of Evidence: Student is able to recognize and provide appropriate evidence to support theoretical claims and arguments.	Little evidence exists to back up student's claims or argument. Evidence is used poorly or is irrelevant to the argument.	Student uses some evidence, but it is insufficient or inappropriate. Main points the paper are poorly supported.	Student provides sufficient and appropriate evidence to back up their argument.	Student provides compelling evidence to back up argument. Student also considers conflicting evidence.
Presentation of Ideas: The presentation of ideas affects all other categories. Student papers should have a clear thesis, be organized, and not have distracting grammatical errors.	Paper provides no thesis argument. The argument is so poorly organized or contains so many writing errors that it is hard to follow.	The paper has too little structure and too many writing errors. However, these writing problems do not completely obscure the student's point.	Student's paper has a thesis, adequate organization, and few writing errors. Writing problems do not obscure the student's argument.	Paper has a clear thesis, is well organized and crisply written. Student's points or arguments are clear.

### **Tentative Course Outline:**

(Changes are possible and will be announced in class.)

Key: Chapters=Roskin or Rourke

### **Week 1: Class Introductions, Key Concepts in World Politics**

1/28 Course Introductions  
 \*Requirements  
 \*Reading and Lecture Schedule  
 \*Overview of course  
 \*Key definitions in politics  
 Class handout and on the web:

1/30 Energy and Politics  
 \*\*"A Thermodynamic Interpretation of Politics," R. Hughes  
 Class handout and on the web:

### **Week 2: Key Concepts in World Politics, British Politics**

2/4 \*What, if any, is the difference between a country, nation, and a state? What is sovereignty?  
 \*Why are history, institutions, political culture, and conflict central to the study of foreign governments?  
 \*For Rourke, why is the study of international politics more than an academic subject?  
 Roskin, Ch. 1  
 Rourke, Ch. 1, pp. 1-24  
 \*Why were the twin ills of the Continent, despotism and anarchy, avoided throughout much of British history?  
 \*What is the difference between a presidential and parliamentary system?  
 Roskin, Chs. 2-3

2/6 \*What are the most fundamental aspects of British political culture?  
 \*What role do parties play in British politics? The civil service? Interest groups?  
 Roskin, Chs. 4-5  
 \*Discussion of contemporary events

### **Week 3: Conclusion of British Politics**

- 2/11 \*What are the major cleavages within contemporary British Politics?  
Roskin, Ch. 6  
\*Major cleavages continued

- 2/13 "After Londonistan," Christopher Caldwell, *New York Times Sunday Magazine*, 6-25-06. **On Reserve/Online.** You may go to the source by linking to: <http://www.nytimes.com/pages/magazine/>, and then searching by the title. (Perhaps you may have to register with the *New York Times* site, but that has additional advantages and is free.) The library's reserve book room has articles in my name and that of Patrick Cannon under Government 35.  
\*What is Londonistan?  
\*What have the English done to address extremism? Has it been effective?  
\*Discussion of contemporary events

### **Week 4: German Politics**

- 2/18 \*How did Prussia contribute to the formation of modern Germany?  
\*Describe Germany's central political institutions?  
Roskin, Chs. 12-13
- 2/20 \*How has German political culture changed throughout the 20<sup>th</sup> century?  
Roskin, Ch. 14  
\*Discussion of contemporary events

### **Week 5: German Politics continued, Chinese Politics**

- 2/25 \*Are unions influential in German politics? Why or why not? Who are the main political parties?  
Roskin, Ch. 15  
\*What are the major divisions within contemporary German politics?  
Roskin, Ch. 16
- 2/27 \*Chinese Politics  
\*Describe the political, economic, and social conditions that led to the 1949 revolution in China.  
\*How did Mao fundamentally alter Chinese politics?  
Roskin, Ch. 28  
\*Discussion of contemporary events

### **Week 6: Chinese Politics**

- 3/3 \*Is China's economic system best described as communist, capitalist, both, or neither? Why?  
Roskin, Ch. 31
- 3/5 \*What are some of the major problems China faces in its integration into the global economy?  
Roskin, Ch. 32  
\*What is the Chinese challenge, if any, to the United States? \*Discussion of contemporary issues  
\*Review for Midterm

### **Week 7: Midterm and Iran**

- 3/10 \***Midterm**
- 3/12 \*How successful have past U.S. interventions been in the Middle East?  
\*How would you classify Iran's government?  
\*What do Iranians argue about?  
Roskin, Chapter 35  
\*Discussion of contemporary events

## **Week 8: Introduction to International Politics, Evolution of the International System**

- 3/17 Theoretical Approaches To International Politics  
\*What are the basic tenets of realism and idealism (liberalism)?  
\*Of these two approaches, which is the dominant paradigm in contemporary international politics? Why?  
Rourke, ch. 1, pp. 24-32; ch. 3, pp. 63-76  
\*Levels of analysis political scientists use.  
Rourke, Ch. 3, pp. 76-87
- 3/19 \*Why is the 1648 Treaty of Westphalia considered the beginning of modern IP?  
\*What are the main stages in the development of the international system?  
Rourke, Ch. 2, pp. 33-46  
\*How would you classify the contemporary international system?  
\*Who are the most important actors in today's world system? Why?  
Rourke, Ch. 2, 46-61, Ch. 3, 87-96  
\*Discussion of contemporary issues

## **Week 9: International System, Nationalism**

- 3/24 Conclusion to Evolution of International System  
**Paper Assignment (International NGOs): Due 4/8**
- 3/26 Nationalism  
\*What is nationalism?  
\*Why is nationalism both a cohesive and a divisive force?  
\*What role does nationalism play in today's world where transnational and other structures and identifications are also increasing in scope and intensity?  
Rourke, Ch. 4  
\*Discussion of contemporary events

## **Week 10: Nationalism Conclusion and Transnationalism**

- 4/7 **Paper Assignment Due at Start of Class (LATE PAPERS NOT ACCEPTED!)**  
Transnationalism  
\*What is transnationalism? What factors have led to increased transnational interaction?  
\*Why is feminism a transnational force? Religion?  
\*Islam and Transnationalism  
Sunnis and Shiites  
Religion and Ideology  
The Shia Arc  
Rourke, Ch. 5
- 4/9 International Organization  
\*Why is international organization considered an alternative form of organizing and conducting international politics?  
\*What is the difference between an IGO and a NGO?  
\*What are the existing and potential roles of IOs?  
\*Why is the EU considered a prototypical regional IGO?  
Rourke, Ch. 7, pp. 190-201

## **Week 11 International Organization and National Security, continued**

- 4/14 European Union  
\*What are its main institutions?  
Rourke, Ch. 7, pp. 201-207

\*Future of and issues in today's EU  
Rourke, Ch. 7, pp. 207-209

- 4/16 United Nations  
\*As a global IGO, how does the UN promote international peace and security?  
Rourke, Ch. 7, pp. 209-229  
National Security  
Rourke, ch. 10  
\*Discussion of contemporary events

### **Week 12: National and International Security**

- 4/21 International Security  
Rourke, ch. 11  
“Hate your policies, love your institutions,” John Waterbury. **On Reserve**  
*Resurrecting Empire*, Introduction  
Question for Intro: For Khalidi, why is knowledge of basic history important for understanding contemporary international politics?

- 4/23 Questions for chapter 1  
\*How does historical memory affect contemporary international politics?  
\*Is constitutionalism and parliamentary democracy a part of 20<sup>th</sup> century Middle Eastern politics?  
*Resurrecting Empire*, chapter 1  
\*Discussion of contemporary events

### **Week 13: International Security, Continued**

- 4/28 \*Has the US been consistent in its promotion of democracy in the Middle East? Why or why not?  
*Resurrecting Empire*, ch. 2  
\*Can democracy be fostered through external intervention?  
*Resurrecting Empire*, ch. 3  
\*How has oil influenced the politics of Iran? Iraq? Saudi Arabia?
- 4/30 \*What are the origins of the Palestine question?  
\*What role has the U.S. played in protecting Israel?  
*Resurrecting Empire*, ch. 4  
\*Discussion of contemporary events

### **Week 14: International Security Conclusion and Intro to IPE**

- 5/5 \*Explain Khalidi's critique of US foreign policy. Are there any deficiencies in his analysis? Any strengths?  
*Resurrecting Empire*, Ch. 5  
\*Further comments on Iraq.  
George Packer, “Knowing the Enemy: Can Social Scientists Redefine the ‘War on Terror?’”,  
*The New Yorker*, December 18, 2006. **On Reserve/On line:**  
[http://www.newyorker.com/fact/content/articles/061218fa\\_fact2](http://www.newyorker.com/fact/content/articles/061218fa_fact2)
- 5/7 IPE: North/South Issues and Divide  
\*What is IPE?  
  
\*What is the difference between realist, liberal, and radical (neo-Marxist) approaches to IPE?  
Rourke, Ch. 12, pp. 373-393 \*Discussion of contemporary issues

**Week 15: IPE Continued and Conclusion to the Course**

- 5/12 North/South Divide continued  
\*What are the key issues in the free economic interchange debate?  
Rourke, Ch. 12, pp. 393-408
- 5/14 \*Why does the value of North-North trade exceed the value of North-South or  
South-South trade?  
Rourke, Ch. 13, pp. 409-426  
\*Review for final

**Final Exam: Thursday May 21, 3-5 p.m.**

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Office: TAH-3001; *Tentative!!! Office Hours*, M 2-3 pm, T 12:30-1:30 pm, and by appointment. (The university, in its infinite wisdom, has scheduled 13 of us to occupy **one** office, and there is no easy way to predict what my colleagues' hours will be. Stay tuned.)

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