

International Relations

Zoom T/Th 2-3:20pm

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Office Hours: Friday 1-3pm; and by appointment as needed.

Abstract:

The 2020 Covid 19 global pandemic has plainly revealed the extent to which the world is connected. Nations compete in order to claim credit for finding a vaccine and to bask in the glory of their success. They obfuscate their failed responses and poor policy choices in order to avoid global condemnation as infection rates and the death toll rise. In addition, markets decline in response to production disruption but rise at the prospect of a vaccine and governmental response. Businesses succeed and fail as modes of purchasing respond to the need for physical distancing. Global supply chains are cut and thus make once ubiquitous products hard to find. The virus knows no boundaries and spreads whenever and wherever people physically move to and interact.

Protests erupt across the world as governments fail to convince people that they are doing enough or because others claim that they are doing too much. The populist right wing criticizes masking as too much and the phrase “police state” is applied. Questions pop up over who the victims are? The left reacts and points to workers dying on the front lines (hospital, police, and teachers as well as grocery store checkers, baggers, factory workers, meat packers, and clerks who must risk the virus to keep the machine humming). Race, class, and gender link the global pandemic further. The right’s use of the term “police state” is picked up now by those responding to the murder of George Floyd and images paint a stark picture not just in Minnesota but around the world. Just like the pandemic, protests for racial justice have gone global as each nation and society looks at its history of racial oppression and colonialism.

While these instances of what the political sociologist Manfred Steger refers to as “embodied globalization” are limited by physical distancing measures, what he calls “disembodied globalization” is encouraged and relied upon more as nations, peoples, businesses, and organizations of all kinds move further into the digital domain, the virtual world. What was once referred to as the field of International Relations increasingly is better understood as the study of global politics. The major dimensions still require us to study nation-states, for they remain shapers of events and often decide who gets state funding to conduct research on vaccines against the virus or who goes to jail for breaking the law (to name a few examples). In the case of vaccine research, the state outsources research and development to multinational corporations and, in other words, cedes power to them. With the looming presence of the pandemic, protests, and possibilities in mind, this course enables students to ask better questions about the problems we face and the social forces at play in our world.

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Course objective:

This course is designed to introduce students to ever evolving field of International Relations. The subjects include but are not limited to war, peace, capitalism, colonialism and postcolonialism, race, climate, gender, democracy, and global change. Primary course material will focus on these topics in terms of questions in order to draw attention to the relationship between thinking and doing. These questions are designed to capture principal dimensions of global politics today.

Description:

An examination of the nature of the international system, of forces affecting international relations, and of the sources and resolution of conflict in international policies.

Prerequisites: POLS 2305 and 2306.

Required Reading (i.e. you must buy these books):

Texts:

1. Jenny Edkins and Maja Zehfuss, *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019):
ISBN-13: 978-1138060296
ISBN-10: 1138060291
2. Gillo Pontecorvo, *Burn!* (1970)
3. Journal articles included on Canvas in pdf format

Film Screening

I will post relevant videos on Canvas and there will be at least one film Gillo Pontecorvo's *Burn!* (1970) which illustrates colonialism and anti-colonialism. One critical essay will be based on this film.

News

Students are not required to keep up with the news regarding global politics—although this is *highly* recommended. I will post links to good news sources on the class' Canvas website. As a UT Tyler student you have access, through the library, to the *New York Times*.

Office Hours

I really enjoy meeting with students during office hours and encourage all students to stop by them virtually via zoom. I have traditional office hours from **Fridays from 1-3; and by appointment as needed**. In addition, anyone who cannot meet me during this time should contact me via email to schedule an appointment. I am available by email and will respond to your emails within one *working* day.

Student Learning Outcomes:

By the end of this course students will be able to:

- Classify, describe, and distinguish the major theoretical approaches to global politics.
- Classify, describe, and distinguish major historical and contemporary global issues.
- Classify, describe, and distinguish some of the major questions that shape our understanding of international relations.
- Define several different debates in the scholarly field of IR.
- Choose and apply differing ideological and theoretical approaches to the study of international relations and global politics.
- Analyze and appraise competing theoretical descriptions of global political phenomena that might relate to the need to broaden or limit the field of IR.
- Critically appraise competing approaches to the study of IR
- Conduct research on a particular global political issue.

Assignments (Assessment of Student Learning Outcomes)

It is important to me to encourage you to maintain an exploratory mind and create your own active learning environment—not solely interacting with me, but with each other as well. I will facilitate student discussions by creating a safe context that allows you to speak up freely. But I do not accept the equation of subjective experience with “truth.” You must be able to confront the questions I ask, regardless of your own preferences. Most of all, I am interested in preparing you for independent research which requires a tolerant, reflective mind, best summarized by Immanuel Kant’s dictum: “*Sapere aude*”—“Have the courage to use your *own* understanding!”

The course readings, assignments, and videos have been carefully selected to generate broad in-class discussions and oral presentations, ultimately guiding students to write informed essays. Responsible participation in class discussions will be based on weekly assignments.

In the third section of the course, students (in groups) will be responsible for a 30 min. *in-class presentation* on the readings (including leading class in the ensuing 25 min. discussion). Please clarify a suitable topic with me beforehand during my office hours. Please use supportive materials for your presentation (handouts, video clips, overhead, computer technology, etc.). Sign up for your presentation in the first three weeks of classes.

Moreover, you are required to write *three(3) interpretive essays* (1200 to 1500 word double-spaced, typed pages in length). Each paper should address *one* well-formulated theme or problem taken from a) weeks 1-5 (due in week 5); b) weeks 6-10 (due in week 10); and, c) weeks 10-15 (last day of class).

For the interpretive papers, you will pick your own theme/problem from the relevant readings of that particular section. In the paper, you should carefully explore the meaning of the theme/problem, and, with as much sophistication as possible, you should indicate how that

theme/problem reveals something of political significance about the larger context from which it is taken. *No book reports or plot summaries please!* These short essays represent exercises in critical political thinking. **No late papers will be accepted.**

A Note on Grading

You must complete all assigned written and oral work in order to pass the course. Any student found guilty of plagiarism will fail the course.

Your in-class presentation will count for 15%, your three interpretive essays 75% (25% each), your attendance and participation 10%. Thus, your course grade will reflect your presentation, your willingness to participate in discussions, class attendance, and the overall quality of your written work. You are required to sign the circulating attendance sheet at the beginning of each class. You are allowed a total of **2 absences** (no documentation necessary); each additional absence will result in a penalty of 5% (up to the total of 10%). Students who distinguish themselves during our class discussions will receive *extra credit*--meaning that if you find yourself between two grades at the end of the semester, you will receive the *higher grade*.

Please be advised that *overparticipation* and the monopolization of class discussion at the expense of your peers may count against you, especially if such actions consistently derail the course agenda. I reserve the right to cut off discussion at any point in order keep us on track and help *all* students to understand the relevant material. A significant element in the study of political theory is the ability to learn to listen to other voices.

For the purposes of this seminar, you should interpret the grades you receive in the following terms:

1) In-Class Presentations:

An “A” will only be given to presentations that are clearly superior in form as well as content. Typically, such presentations are coherent, well-organized, and adhere to the given time frame. “A” students show their thorough and careful reading of the text(s), bring in outside materials for reference, and generate genuine interest and excitement for their topic. They lead discussions effortlessly, distribute speaking time fairly, and stay focused on their theme. Use Hand-outs which help students follow along and suggest further readings (reference list to books and journal articles that you used).

If this grade is to mean something, just doing a “good job” is not good enough for an “A.” You must demonstrate your ability to go *beyond* the expected.

2) Interpretative Essays:

Much of the above pertains to essays/papers as well. In addition to treating the subject in a sophisticated and creative manner, “A” papers exhibit elegant and clear prose. Such papers draw connections between nonobvious points; they are well organized and furnish adequate citations of

primary and secondary sources without losing their own unique and distinct “voice.” An “A” term paper in an advanced undergraduate course should add a “new wrinkle” to the existing body of literature on this topic.

A useful style manual will help you with citation formats. I recommend: Kate L. Turabian et al., *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 9th edition. (Chicago and London: The University of Chicago Press, 2018) (~\$11.20)

Late paper policy

Papers will be marked down one third of a grade every (business) day they are late (i.e. 24 hours late turns a B+ into a B). If you do not turn in a paper you get zero points. If a paper is late two weeks or more you will automatically receive an F (59%). It is in your interest to turn all assignments in, even if they are late, since failing to turn in even one paper makes it almost mathematically impossible to pass the class.

NOTE: This fairly lenient late policy will be compensated for by the fact that there will be NO extensions given, except in case of an extreme emergency. If an emergency arises, documentation is required (police reports, obituaries, etc.) and I should be notified as soon as possible.

Turing in papers

Papers will be turned in via safeassign/blacboard. *Later papers will receive grades only, no comments.*

Assignments and Grades

“A” paper—provides an original, insightful, and well argued thesis which is defended systematically using significant citation; demonstrates a sophisticated understanding of the course material; is elegantly written and thoroughly proofread.

“B” paper—proves a coherent thesis which is defended; uses sufficient citations; demonstrates an understanding of the course material; is well written.

“C” paper—provides a more-or-less coherent thesis; uses adequate citations; demonstrates a basic understanding of the course material; is readable.

“D” paper—provides a basic argument; uses minimal or no citations; demonstrates minimal understanding of the course material; is poorly written

“F” paper—Paper is turned in but does not meet basic requirements (too short, does not answer the question, etc.). Not turning in a paper results in a zero.

Grade Scale

100-93 = A	80-82 = B-	66-69 = D+
90-92 = A-	76-79 = C+	63-65 = D
86-89 = B+	73-75 = C	60-86 = D-
83-85 = B	70-72 = C-	0-59 = F

Academic Dishonesty

The UT Tyler community regards cheating as an extremely serious matter and deals severely with those who violate the standards of academic integrity.

Examples of academic dishonesty include (but are not limited to):

- Copying from another person's test paper
- During a test, possession of materials not authorized by the person administering the test
- Discussing the contents of an examination with another student who will take the examination or the divulging of examination contents to another when an instructor has allowed the exam to be kept by the student
- Working with others in taking tests or preparing academic assignments when not authorized by the course instructor
- Obtaining by any means another person's work and submitting that work as one's own. This included the downloading of academic papers or the purchase of papers written by others.

If a student is suspected of academic dishonesty, the classroom instructor may ask the student to meet with him or her to discuss the incident. A student may admit to allegations of academic dishonesty, waive the right to a hearing and accept penalties imposed by the instructor. The student may also deny all allegations and ask to see the Dean of Student Affairs. An accused student may accept the decision of the Dean of Student Affairs or ask for a hearing before an impartial hearing officer appointed by the university. Witnesses may be called and evidence presented. The hearing officer will consider all evidence and make a decision. The decision of the hearing officer may be appealed to the President by either the student or the Dean of Student Affairs. For a discussion of possible penalties, please see <http://www.uttyler.edu/mainsite/conduct.html>.

University Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services

Campus Carry:

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

DATES

<https://www.uttyler.edu/schedule/files/academic-calendar-20-21.pdf>

COURSE SCHEDULE

Week 1: Global Politics, International Relations, and Global Studies:

Themes: intro: popular and scholarly descriptions of and characterizations of international relations.

Readings (you must read):

1. Jenny Edkins and Maja Zehfuss, "Introduction," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 1-19.
2. Veronique Pin-Fat, "How do we begin to think about the world?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 20-37.

Optional (read for additional insight but not required):

1. Amentahru Wahrab, "[Global Studies](#)," in *Oxford Research Encyclopedia of International Studies* (London: Oxford University Press, 2020).

PART I: Thinking as acting in the world

Week 2: Who do we think we are?

Readings (you must read):

1. Annick T. R. Wibben and Olivia U. Rutazibwa, "Who do we think we are?," in Jenny Edkins and Maja Zehfuss, Eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 79-101.
2. Jenny Edkins, "Why do we Obey?," in Jenny Edkins and Maja Zehfuss, Eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 124-143.

! **TBA**

Optional (read for additional insight but not required):

! **TBA**

Week 3: Information, The Internet, and the World

Themes:

Readings (you must read):

1. Debbie Lisle, "How do we find out what's going on in the world?," in Jenny Edkins and Maja Zehfuss, Eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 144-163.
2. M. I. Franklin, "How does the way we use the Internet make a difference?," in Jenny Edkins and Maja Zehfuss, Eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 164-187.
3. TBA

Week 4: The world we live in

Themes:

Readings (you must read):

1. Simon Dalby, "What happens if we don't take nature for granted?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 38-56.
2. Carl Death, "Can we save the planet?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 57-78.
3. TBA

Week 5 (Feb 10-14): Discussion & Analysis of Assignment

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ASSIGNMENT #1 DUE:

Interpretive Essays due: 5-7 pages reviewing the approaches and different ways that global politics is discussed in the assigned readings. Identify any shortfalls and benefits. The focus of this paper is on the method used in the chapters we've read so far. You should also include some discussion of globalization (how is it used to explain global politics?) **Rough draft due on Tuesday before class, final draft due on Friday.**

Week 6: Religion, Politics, and the "good"

Themes:

Readings

1. Peter Mandaville, "How do religious beliefs affect politics?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 102-123.

2. Naeem Inayatullah, "Why do some people think they know what is good for others?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 430-543.

Optional:

1. TBA

Week 7 (24-28): States, territoriality,

Themes:

Readings:

1. Roxanne Lynn Doty, "Why is people's movement restricted?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 188-211.
2. Elena Barabantseva, "How do people come to identify with nations?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 234-256.

Week 8:

Themes: States, territoriality continued

Readings:

1. Stuart Elden, "Why is the world divided territorially?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 212-233.
2. Michael J. Shapiro, "Does the nation-state work?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 256-274.

Thanksgiving Break is November 23-28, 2020

Week 9

Themes:

Readings:

1. Kate Manzo, "Do colonialism and slavery belong in the past?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 298-319.

2. Sankaran Krishna, "How does colonialism work?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 320-343.

Week 10 (March 23-27): Analysis & Papers

SECOND ESSAY DUE: Same format as the first essay assignment. 5-7 pages reviewing the approaches and different ways that global politics is discussed in the assigned readings. Identify any shortfalls and benefits. The focus of this paper is on the method used in the chapters we've read so far. You should also include some discussion of globalization (how is it used to explain global politics?) **Rough draft due on Tuesday before class, final draft due on Friday.**

Week 11: Student Presentations

1. V. Spike Peterson, "How is the world organized economically?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 344-364.
2. Matt Davies, "How does finance affect the politics of everyday life?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 365-385.

Week 12: Student Presentations

1. Paul Cammack, "Why are some people better off than others?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 386-407.
2. Mustapha Kamal Pasha, "How can we end poverty?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 408-429.

Week 13: Student Presentations

1. Joanna Bourke, "Why does politics turn to violence?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 454-476.
2. Thomas Gregory, "What makes the world dangerous?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 477-499.
3. Roland Bleiker and David Shim, "Can we move beyond conflict?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 500-523.

Week 14: Course wrap-up and final analyses

1. Lucy Taylor, "Is democracy a good idea?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 275-297.
2. Giorgio Shani, "Who has rights?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 524-544.
3. Maja Zehfuss, "Conclusion: What can we do to change the world?," in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction*, Third Edition. ed. (London and New York: Routledge, Taylor & Francis Group, 2019): 545-562.

Final Assignment Due (this will take the place of the final exam).

Same format as the other essay assignments. 5-7 pages reviewing the approaches and different ways that global politics is discussed in the assigned readings. Identify any shortfalls and benefits. The focus of this paper is on the method used in the chapters we've read so far. You should also include some discussion of globalization (how is it used to explain global politics?). Finally, how has your judgement of the value of the approaches changed over the course of the semester? **Paper due December 4, 2020.**