

ISS 2932-0002: Global Politics and Policy

DETAILS

Classroom: RH8 1106

Tuesday and Thursday, 11:00 – 12:15

Course website can be accessed is on Canvas at my.fsu.edu

INSTRUCTOR

Mr. William Schultz

Office: Bellamy 557-B (near the political science graduate computer lab)

Office hours: TUES from 3:00-4:30; THURS from 1:00-2:00.

Email: wbs15@my.fsu.edu

ON COURSE TIMING AND OFFICE HOURS

We will be meeting twice a week on Tuesdays and Thursdays. I've also set aside office hours on Tuesdays and Thursdays for meeting with students in this class. Please come see me with any questions, concerns, things you'd like to learn more about, etc. If you cannot make office hours, please send an email and we'll work something out.

COURSE DESCRIPTION

A scholar named Harold Lasswell came up with a definition of politics in 1936 that is still popular today: "who gets what, when, and how?" Studying global politics, then, means studying the processes around the world that determine: (1) which people have formal power over others; (2) the opportunities the "powerless" still have to fight for their own interests; and (3) how finite resources are distributed within society. The goal of this class isn't to argue for any one ideology. Instead, the goal is to help you better understand how international politics functions, and to get you thinking about ways we can solve the myriad problems currently confronting human society. We will spend the first half of the class discussing the forces that influence domestic politics around the globe, and then we will turn to international relations in the second half.

This class will not make you an expert on any of the topics we discuss; instead, it will provide a general survey of a vast field of research. I'm hoping to expose you to the ideas from political science that I believe are most important as you choose a direction to take in your future studies and career—whether you plan to become a political scientist or not.

COURSE MATERIALS

There is no required textbook for this course. Many readings will be posted on Canvas. Some readings will be provided as hyperlinks in the syllabus. You must find a few others through the library website (where indicated in the schedule below).

Complete the required readings **before each class**. Readings for each day will be up to around 20 pages, but almost always less (and some days have no assigned readings). I have carefully chosen readings to provide you with as much content as possible, while assigning as few pages as I reasonably can.

THE SKILLS YOU'LL NEED, AND SOME SKILLS YOU'LL LEARN

We will occasionally represent ideas with math. The most I assume of students is a passing familiarity with basic algebra. All you need beyond that is an open mind to how math can be a useful *means to an end* for studying politics. If you ever find yourself confused, please let me know in class, over email, or drop by my office hours and we can talk.

By the end of this class, you will learn just a little a bit about statistics and will become familiar with the basics of formal models (i.e., "game theory"). We'll also discuss the utility of qualitative research.

GRADING PHILOSOPHY AND EXPECTATIONS

Grades in college have several purposes: assessment; signaling *knowledge*; and signaling *effort* to master the course material. In my view, the last purpose is most important. That is my priority when designing and grading assignments.

GRADING SCALE

The scale used in this course is standard to many at FSU. All final grades ending in .5 or higher will be rounded up (92.5 earns an A), and all final grades below .5 will be rounded down (92.4 earns an A-). I will not make exceptions. Note that the numbers listed below are percentages.

A	93 to 100	B-	80 to 82	D+	67 to 69
A-	90 to 92	C+	77 to 79	D	63 to 66
B+	87 to 89	C	73 to 76	D-	60 to 62
B	83 to 86	C-	70 to 72	F	<60

EARNING YOUR GRADE

Your overall grade will be out of 500 points.

Writing Assignment: 100 points = 20%

FOURTEEN review quizzes on CANVAS: 180 points = 36%

- (15 points each; drop two lowest grades)

In-class final exam: 100 points = 20%

Participation and attendance: 120 points = 24%

- (90 points) Attendance via name generator (see below)

- (30 points) Presence for in-class exercises

WRITING/GIS ASSIGNMENT

Pick an international policy problem. This means a problem that (1) arises from a conflict of interests among different people or organizations around the world, and (2) would require coordinated effort to resolve. If you have an idea and aren't sure if it counts, send me an email. The problem could exist at a global scale, or a region of a particular country, or even an individual town somewhere.

Then, write a double-spaced research paper analyzing that policy problem, at least two pages in length. This paper should describe: (1) what the problem is; (2) where it comes from; (3) what actors have personal stake in this problem; and (4) what are the different actions those actors could take to help solve it? It's possible two of you could pick the same general "policy problem" and approach each of those points in different ways. There's no answer sheet to which I'll be comparing your essays; what I care about is how strong your argument is, how well you support it with evidence, and whether you have considered possible counter-arguments.

Please see the document on Canvas describing this assignment and the grading criteria in more detail. This document will appear online Monday, September 3rd. You must have at least six sources cited in your paper, and at least five of them must be academic papers or publications from a policy thinktank / national government (use Google Scholar; anything you find there behind a paywall can be accessed through the library website, lib.fsu.edu). This paper will be due in class on the last day of the semester. I recommend starting early. I will provide feedback on rough drafts emailed to me before Monday morning at 9am, the last week of class.

REVIEW QUIZZES

Every Sunday after the second week of class, you must complete a quiz on Canvas **due at 11:59PM**.

These quizzes will appear on Canvas Friday at 9AM. You can take each twice. The last attempt you complete before 11:59 will be your grade. These quizzes will comprise roughly 5-10 questions, and will mostly focus on material we discussed in class (although occasionally they may ask you to look back at passages in an old reading or something new on the course library).

Only 12 of these 14 quizzes actually count towards your final grade. I will drop your two lowest scores.

FINAL EXAM

This exam will take place during the scheduled time allotted by the University: **Tuesday, December 11th between 8 and 10 PM**. The exam will be primarily made up of questions you've already seen in the review quizzes, as well as a few new questions based on the readings. The exam will be multiple choice. Dedicating time to making sure you understand the answers to the weekly review quizzes will pay dividends once the final rolls around.

CLASS PARTICIPATION AND ATTENDANCE

Although this course is lecture based, they are participatory lectures; I will frequently ask questions. Rather than call on students who raise their hands, I will use a random name generator. If your name comes up on the random generator and you are not in class to attempt to answer my question (or are not willing to try and provide an answer), you will lose your "participation and attendance" points for that day. If your name comes up, I only ask that you make your best guess to provide the correct answer. You will not lose points if your answer is wrong. I believe very strongly that there is no shame in being wrong, and that it's an important part of learning. I'm wrong sometimes, too.

You will have one "pass day," where being absent will not impact your grade. This is in addition to University excused absences (see below). After this pass day, any day you are called by the name generator but are not there, you lose 3 points.

As noted above, some of your grade here is based on participation in in-class exercises (there will be about 3-4). I will sometimes announce ahead of time when these are happening. But not always.

ACADEMIC HONOR POLICY

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and... [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

AMERICANS WITH DISABILITIES ACT

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

UNIVERSITY ATTENDANCE POLICY

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

MISSED/LATE ASSIGNMENTS

It is University policy to accept missed exams and tests for documented medical reasons, family crises, call to active military duty or jury duty, religious holy days, and official University activities. I follow these guidelines gladly. I also give deference to parents with dependent children who are sick.

Late assignments drop 10% of their full worth for each day they are late. I will still accept them by email.

PETITIONS FOR A GRADE CHANGE

I consider written petitions for a change of grade on assignments. However, I require students to wait two business days after receiving a grade before submitting their petition.

TECHNOLOGY POLICY, and CLASSROOM COURTESY

I require cell phones to be silenced and put away during lecture. I have no issue with students taking notes on laptops. But if it seems like use of your laptop is distracting other students, I reserve the right to ask you to put it away. On a similar note, do not engage in private conversations during class, as it is disrespectful to other students who are trying to pay attention.

Please arrive on time, and let me know if you have a compelling reason to leave early. When entering late or leaving early, please do so quietly and with minimal interruption. I reserve the right to dismiss disruptive individuals from the classroom and report them to the Dean of Students.

EMAIL POLICY

Please include your first and last name and course information in the subject line of your email. When I receive your email, I will make effort to respond in a timely manner, usually within 48 hours. You may receive a reply sooner than that, but you should not expect an immediate response. Please treat all email correspondences with your instructor as you would treat any other professional exchange. I expect emails to be respectful and polite, to use correct grammar and complete sentences.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect parameters of evaluation, including grading, this syllabus is subject to change at discretion of the instructor. I will provide you with advance notice.

TENTATIVE SCHEDULE

The tentative course schedule is below. Topics covered and dates are subject to change with advance notice. Due dates of assignments will not change.

Schedule

Class 1, August 28th — First day attendance and reviewing the syllabus. Introducing the class.

Course Part One: Domestic Politics Around the World

Class 2, August 30th — Why bother studying global politics?

Read for today:

- Prologue and Chapter 1 of “The Elusive Quest for Growth.” William Easterly, 2002.
- Skim this Wikipedia article: https://en.wikipedia.org/wiki/1999_Seattle_WTO_protests. We’ll discuss “the Battle in Seattle” in class.

Class 3, September 4th — What is social science, and how do we do it?

Read for today:

- Alan Chalmers, 1976. *What is this Thing Called Science?* Introduction.
- James March and Charles Lave, 1975. *Introduction to Models in the Social Sciences*.
 - Pages 10-20

Class 4, September 6th — What makes an argument logical, and how should we evaluate theories?

Read for today:

- David Freedman, 1991. “Statistical Models and Shoe Leather.”
 - Read the Introduction and Section 2, from the beginning up to page 300. The language in the introduction may be difficult to follow, I realize, but I think skimming it will help you understand the gist of his argument.
 - What do you conclude about science from his discussion of John Snow’s research on cholera?

Class 5, September 11th — What is politics? 1

Read for today:

- Michela Wong, “In defense of western journalists in Africa.”
 - <http://africanarguments.org/2014/02/21/in-defence-of-western-journalists-inafrica-by-michela-wrong/>
- The Washington Post – “Interior looks at behind-the-scenes land swap to allow road through wildlife refuge”
 - https://www.washingtonpost.com/politics/interior-looks-at-behind-the-scenes-land-swap-to-allow-road-through-wilderness-refuge/2017/10/15/c6458380-aeb7-11e7-9e58-e6288544af98_story.html?utm_term=.ff363a3093f2

Class 6, September 13th — What is politics? 2

No readings; review slides from last class!

Class 7, September 18th — Why have a state? What is a “state failure?”

Read for today:

- Clark, Golder and Golder, Ch. 4

- Ch. 4, 100-114. “The Contractarian View of the State”. Why is the state of nature important? What are the punchlines of the State of Nature and Contract games?
- Ch. 4, 114-120. “The Predatory View of the State.” What are “economies of scale,” and what do they have to do with the modern state.

Class 8, September 20th — Democracy and autocracy: what’s the difference?

Read for today:

- Tom Pepinsky, “*Everyday Authoritarianism is Boring and Tolerable*”
<https://tompepinsky.com/2017/01/06/everyday-authoritarianism-is-boring-and-tolerable/>
- Dahl, R. A. (1973). *Polyarchy: Participation and opposition*. Yale University Press. [e-book available through the library website]
 - Ch. 1, pages 1-10

Class 9, September 25th— “But tell me what you really think;” the dynamics of revolution

Read for today:

- Timothy Kuran, 1991. “*Now Out of Never: The Element of Surprise in the East European Revolution of 1989.*”
 - Skim pages 8-13 (page numbers in the document itself). What puzzle is Kuran trying to address?
 - Read section IV, starting at the bottom of page 25. Also read the first paragraph of section V.

Class 9, September 25th— When do we get elite-led transitions to democracy?

Read for today:

- PRI’s The World Podcast: “Gorbachev, Yeltsin and the Demise of the USSR”
 - <https://www.pri.org/stories/2011-09-26/gorbachev-yeltsin-and-demise-ussr>
- Leon Aron, 2011. “Everything You Think You Know About the Collapse of the Soviet Union Is Wrong.” *Foreign Policy*.
 - <https://foreignpolicy.com/2011/06/20/everything-you-think-you-know-about-the-collapse-of-the-soviet-union-is-wrong/>
 - You can also access this through the library website

Class 10, September 27th — How does a country’s economy influence its politics?

Read for today:

- Bates and Lien, 1985. “*A note on taxation, development, and representative government.*”
 - Start at page 3, “A Turn to History.” Read up to “A Formalization of the Argument” on page 8.

Class 11, October 2nd — Do culture and religion matter?

Read for today:

- Clark, Golder and Golder, selection from Ch. 7

Class 12, October 4th — Aren’t all dictatorships basically the same?

Read for today:

- Wallman, Teorell and Hadenius, 2013. "Authoritarian regime types revisited: updated data in comparative perspective."
 - Read introduction; "Varieties of authoritarianism" starting on page 24.
- Levitsky and Way, 2002. "The Rise of Competitive Authoritarianism"
 - Read the first two sections (pages 51-54). Skim the next section on the four spheres on contestation. Read "Conceptualizing Nondemocracies" on page 63 (two paragraphs).

Class 13, October 9th — Aren't all democracies basically the same? Part 1

No readings

Class 14, October 11th — Aren't all democracies basically the same? Part 2

No readings

Class 16, October 18th — Fundamental "visions" of governance

Read for today:

- Bingham Powell, 2000, *Elections as Instruments of Democracy. Majoritarian and Proportional Visions*. Chapter 1.
 - You can access an e-book through the library website. Read from the beginning until the middle of page 10.
 - Read "The Subsequent Chapters" on page 17.

Course Part Two: International Politics

Class 17, October 23rd— What does "anarchy" mean to you?

Read for today:

- Helen Milner, 1991. "The Assumption of Anarchy in International Relations Theory."
 - Pages 69 and 70, starting at "Anarchy has at least two meanings"
 - Pages 75 and 76. Start at the paragraph at the bottom of 77 ("On the other hand...") to the bottom of page 80
 - Read the bottom of 81 through 82
 - Read the paragraph at the bottom of 83, and the paragraph at the top of 84

Class 18, October 25th— War! What is it good for?

Read for today:

- Jackson and Morelli, 2011. "The Reasons for Wars, and Updated Survey," *The Handbook on the Political Economy of War*
 - Read the introduction up until "Democratic Peace" (page 20)

Class 18, October 25th— Is there a democratic peace?

Read for today:

- Sebastian Rosato, 2003. "The Flawed Logic of Democratic Peace."
 - Read the abstract, introduction, and "Causal Logics" section. Jump down to the conclusion and read that as well (page 599).

Class 20, November 1st— What motivates terrorism?

Read for today:

- Frieden, Lake and Schultz, 2013. *World Politics*. Chapter 6 selection.

Class 20, November 1st— A vignette: “the Troubles” in Northern Ireland

Read for today:

- The Irish Story, “The Northern Ireland Conflict 1968-1998 – An Overview”
 - <http://www.theirishstory.com/2015/02/09/the-northern-ireland-conflict-1968-1998-an-overview/#.W4AeWOhKhPZ>
 - You don’t need to take in every detail. But familiarize yourself with the history of the Troubles, and make sure to read the section “the Peace Process,” about the Good Friday Agreement.
- Peter Geoghegan, 2018. “Legacy of the Troubles still haunts Northern Ireland.” *Politico*.
 - <https://www.politico.eu/article/northern-ireland-troubles-legacy-good-friday-agreement/>
- Please look up what “Brexit” is before coming to class, if you aren’t already familiar.

Class 21, November 6th— To tariff, or not to tariff?

No readings

Class 22, November 8th— What role do FDI and MNCs play in the modern global economy?

Read for today:

- Malesky, Gueorguiev, and Jensen. 2014. “Monopoly Money: Foreign Investment and Bribery in Vietnam, a Survey Experiment.”
 - Read “The International Political Economy (IPE) of Corruption,” starting on 421. Look at the Hypotheses on 423. Read the conclusion on 436.

Class 24, November 15th— Does foreign aid really help?

Read for today:

- Joseph Wright and Matthew Winters, 2010. “The Politics of Effective Foreign Aid.”
 - Read page 62 and 63. Then read page 67 until the conclusion.

Class 25, November 20th— What do the World Bank and the IMF do, anyway?

Read for today:

- Anne Krueger, 1997. “Whither the World Bank and the IMF?”
 - Read the introduction, until “Current Roles of the Bank and the Fund.”

Class 26, November 22nd— Do we really care about compliance with international law?

Read for today:

- Lisa Martin, 2013. “Against Compliance,” from *Interdisciplinary Perspectives on International Law and International Relations: The State of the Art*

Class 27, November 27th— Are there fundamental human rights? How do we enforce them?

Read for today:

- Sabine, Gibson and Poe, 2010. *The Politics of Human Rights*. Chapters 1 and 2

Class 28, November 29th— Who cares about trees or the ocean?

Read for today:

- Ostrom *et al.*, 1999. "Revisiting the Commons: Local Lessons, Global Challenges."
- [skim] Dietz, Ostrom and Stern. 2003. "The Struggle to Govern the Commons."

Class 29, December 4th— Confronting the "spectre" of globalization

READING TBD

Class 30, December 6th— Review for final