

# **POLS 103-04: INTRODUCTION TO WORLD POLITICS**

Spring 2019 semester

Tues. & Thurs. 9:30-10:45am in Carnell Learning Center 342

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Office Hours: Tuesdays & Thursdays, 10:45-11:30 by appointment

*I am happy to make appointments, either set up with me directly or through my assistant, Donna Knight, at 388-8176 or [dknight@lander.edu](mailto:dknight@lander.edu). Feel free to always ask me questions about assignments and expectations. Students should bring the syllabus, books, and notes on readings to each class.*



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## **COURSE DESCRIPTION**

Introduction to major concepts of international relations and selected major global problems including globalization, terrorism, weapons of mass destruction, nationalism, the North-South gap, and human rights issues. Special attention is given to the hegemonic role of the United States in world politics. This course enables students to make sense of current events and also prepares students for upper-level courses in comparative politics and international relations.

*\*fulfills General Education requirement in Behavioral & Social Perspectives*

## **RATIONALE FOR THE COURSE**

You may be taking this course for one of four reasons:

- to complete the General Education requirement in Behavioral & Social Perspectives
- as a core course for your major in political science
- as a course for your minor in political science or international studies
- to learn about world politics, engage as a citizen, and/or develop your personal orientation toward politics.

This course is part of Lander's General Education program, designed to expose students to a wide variety of course content. The goals are for students to develop:

- university-level knowledge and comprehension shown specifically through understanding primary international relations theories; identifying key individuals, groups, organizations, and/or events; and recognizing a chronology of events;
- the ability to apply the information to specific situations and policy problems;
- the ability to analyze the information in comparative situations; and,
- the ability to communicate effectively and appropriately about the information.

## **COURSE OBJECTIVES**

After taking this course, the student will be able to:

- *Describe* the major historical, political, geographic and economic facts about world politics and the major actors that shape current international relations.
- *Recognize* how different theoretical perspectives affect what we see and learn and therefore impact how we interpret what happens in world politics.

*The mission of the Department of Government, Criminology, and Sociology is to inspire scholarship, citizenship, advocacy, and productive careers.*

- *Evaluate* major problems and current events in international relations and assess arguments in important policy debates by applying your own considered orientation toward world politics.

## **LANDER UNIVERSITY POLICIES**

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### **STUDENTS' CLASSROOM RESPONSIBILITIES:**

All Lander students will...

- read and follow their professors' syllabi, including course guidelines and procedures, to be prepared for class
- check their Lander e-mail accounts daily and check Blackboard daily for class announcements, assignments, etc.
- be aware of each professor's absence and tardy policies
- communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations
- be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging, or answering cell phones
- not give, use, or receive unauthorized aid in academic activities because these are serious violations of academic integrity
- know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

**CELL PHONE POLICY:** Cell Phones are to be turned off before entering the class and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially during quizzes or exams. Each instructor reserves the right to further restrict use of cell phones in class and to determine the consequences of not following this policy.

**ACADEMIC HONOR CODE AND PLAGIARISM:** Lander University is reliant upon all members of its academic community to maintain proper standards of honesty. You are responsible for understanding the possible consequences of violating Lander's Academic Honor Code. I will strongly uphold the Academic Honor Code and any evidence of academic dishonesty or plagiarism will result in my pursuit of the *strongest* punishment—i.e. failing the course—under the guidelines explained in the [Lander University Student Handbook](#).

**STUDENTS WITH DISABILITIES:** If you have now or develop during this semester a physical or learning disability and you want me to make reasonable accommodations for that, you must contact the Lander University [Student Wellness Center](#) at 388-8885. Once the Wellness Center has received appropriate documentation, they will inform your instructors. *Students with documented disabilities are required to meet with Dr. McMillan by the third week of the semester to review requests for accommodation so that both parties can be clear.*

**INCLEMENT WEATHER:** I encourage you not to risk traveling to campus if weather conditions are hazardous and prevent safe travel. If you miss a class due to travel conditions and the University is not closed you are responsible for all material covered in class during your absence. Whenever classes are canceled, Lander will inform local TV and radio stations. In

addition information will be posted at the [Lander website](#). A recorded message will also be provided at 864-388-8000.

**DISCRIMINATION AND TITLE IX STATEMENT:** It is the policy of Lander University to prohibit illegal discrimination on the basis of sex, gender, age, color, disability, national origin, race, pregnancy, religion, veteran’s status, and genetic information in regard to the administration of all campus programs, services, and activities including athletics, admission, employment, and/or other sponsored activities and programs.

- I. Students who believe they have been harassed, discriminated against, or involved in sexual misconduct should contact the primary Title IX Coordinator (864-388-8055) or the Deputy Title IX Coordinator for Students (864-388-8905). The assigned coordinator will provide details specific to filing a complaint, accessing campus resources/support services, and obtaining confidential counseling services.
- II. Consistent with the requirements as set forth by law, faculty and staff are legally obligated to share information with the University’s Title IX Coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed. These disclosures include, but are not limited to, reports of sexual harassment, sexual assault, intimate partner violence, and stalking. *\*Counselors and nurses in the Wellness Center are exempt from this requirement.*
- III. Please refer to the Lander University website for full policy disclosure, coordinator contact information, and access to the complaint form.  
<https://www.lander.edu/about/human-resources/current-employees/title-ix/gender-based-misconduct-policy>

## SPECIFIC COURSE INFORMATION

### REQUIRED READINGS

- Nau, Henry R. (2017). *Perspectives on International Relations: Power, Institutions, and Ideas*. 5th ed. Washington, DC: CQ Press/Sage.
- Lowry, Lois. (1989). *Number the Stars*. Boston: Houghton Mifflin. [any edition is okay]
- All assigned articles and essays posted on [Blackboard](#).

The books are available at Lander’s Bearcat Shop. The [Nau book’s website](#) has many useful tools to aid students, such as chapter summaries and practice quizzes.

### GRADING

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|--|-----|
| ▪ Quizzes [at least 8, but maybe more]                 | 15% |
| ▪ Exam #1  | 15% |
| ▪ Exam #2  | 20% |
| ▪ Reflection Paper on <i>Number the Stars</i> book     | 10% |
| ▪ Short Response Paper to a panel in the WWI Symposium | 2%  |
| ▪ Research & Reflection Paper on Political Community   | 15% |
| ▪ Final Exam   | 23% |

Grades are always available in Blackboard through “My Grades” and should be used to calculate the course average using the weighted percentages listed above.

Students are graded on the level of understanding they demonstrate. In all written assignments students should answer questions completely, providing facts and evidence, and constructing

sound arguments that provide analysis and show critical thinking. Below is a breakdown of grades by percentage of points earned on assignments:

- **A** 90-100% excellent understanding
- **B** 80-89% good understanding
- **C** 70-79% satisfactory understanding
- **D** 60-69% poor understanding
- **F** below 60% marginal understanding

## **ASSIGNMENTS**

**Quizzes** will be given through online on [Blackboard](#) or in class. Some will be announced, others not. **Students must download Kahoot!** to be able to participate in in-class participatory exercises (or quizzes, if given). At least 8 quizzes, possibly more, will be given and usually consists of 5 to 10 questions covering topics from assigned readings and discussions. If a student does not take a quiz (either online or in class), there is a high bar to convince me that a make-up should be given since class attendance is always necessary and online quizzes will provide students with 48 hrs. or more to access a quiz. Students with two absences or less may drop their two lowest quiz grades. Extra credit points are added into the quizzes category and raise the average quiz grade.

**Classroom discussions** will relate to material we read as well as applying course concepts to the “real world” to better analyze international politics today. Thus, students who regularly keep up with current events will have an advantage in trying to apply course topics. For those students who consistently participate and add to the level of understanding in these discussions, I will add up to *three additional points* to the final grade.

**Two exams and a final exam** will consist of multiple-choice questions and essay questions covering course material. Exams will be cumulative and should display a mastery of information and concepts from assigned readings and class discussions. All students are required to take the final exam.

**Papers:** This course will involve 3 writing assignments:

- a 5 page reflection paper on *Number the Stars*, about WWI and nationalism in Denmark
- a 1 page short response paper on what has been learned from a panel in the Symposium about World War I and the South that will be held on campus Mar. 14-15.
- a 1,500 word (6 pages) research and reflection paper on political community

These writing assignments will increase writing and research skills and will contribute to increasing reading comprehension and critical thinking skills. Two papers will involve the student reflecting upon their own values and orientations, a critical part of thinking about world politics. One paper will involve conducting some research. Together, these three assignments position students to be ready for writing and research assignments that are often a key part of courses at the 300- or 400-level. Guidelines, requirements, and some suggested sources for each paper will be provided on Blackboard on the “Assignments” page.

All papers will be graded on content, organizational structure, grammar, and on the use of evidence to support the arguments presented. Our Department has adopted the APA citation method for all writing assignments, so you will utilize APA in this paper. More information about this paper assignment, such as details about its style and the APA citation method, will be posted in the Assignments toolbar in [Blackboard](#) and discussed during the semester.

Students are encouraged to use [Lander’s Writing Center](#) for assistance with papers. Its tutors can help proofread your paper and have a copy of the assignment. Visit it in LC 347.

**CLASS PARTICIPATION & COURSE EXPECTATIONS:**

Students are expected to be present for all classes and to complete assigned readings prior to class meetings. Students should come to class prepared to discuss all assigned materials and try to think about how course materials relate to contemporary events and issues.

To keep up with current events, the sources with the best coverage of international news are [BBC News](#), [The New York Times](#) and [The Washington Post](#). Students are therefore encouraged to read the major stories related to world politics in one of these sources and/or keep up with contemporary events by (a) watching an evening news program, (b) reading news magazines, and (c) listening to [National Public Radio \(NPR\)](#). Many resources are available in the [Jackson Library](#). I will occasionally post announcements and send e-mails to students' Lander e-mail accounts with reminders about assignments and announcements. Therefore, students should check [Blackboard](#) as well as their Lander e-mail accounts *regularly*.

**ATTENDANCE**

- Class begins at 9:30am and students are accountable for all learning that takes place. Students are expected to attend all classes and are responsible for all coursework, lectures, announcements, and assignments whether present or not.
- After missing 4 classes, a student's final grade will be penalized by a loss of two points from their final grade with each absence thereafter. *Students are responsible for keeping up with the number of classes missed.*
- Students who engage in behavior disruptive to the learning process will be asked to leave the classroom. Depending upon the nature of the offense, students may be required to see a member of the student affairs staff before returning to class. Any absence due to the obstruction of academic instruction results in a student being counted *absent*.
- Students with two absences or less may drop their two lowest quiz grades.

**LATE POLICY & MAKE-UP ASSIGNMENTS:**

Students are not allowed to take make-up exams *or* turn in assignments late without either (1) an excuse pre-approved by me or (2) an extraordinary circumstance such as an illness or family emergency. Students should make every effort to inform me about such circumstances *before* the day of the scheduled exam or when assignment deadline. In these causes, the burden of proof rests with the student, and the decision to give a make-up exam or accept a late assignment is within my discretion.

**PEER TUTORING LAB AND COURSE TUTOR:** This course participates in the effort led by the [Academic Success Center](#). **Sarah Grigg** will serve as Tutor for this course and is available several hours a week to meet with students. See her tutoring hours on Blackboard. ***Any student who makes a 69 or less on an exam is required to visit with me or the Tutor a minimum of three hours before the next exam is given.*** Students who do not adhere to this rule forfeit their ability to earn any extra credit points in the course. The Peer Tutoring Lab is located in Genesis Hall. Contact 388-8817 or sign up for a tutor at this [website](#).

**SPECIAL EVENTS & SPEAKERS:** The College of Behavioral & Social Sciences is sponsoring several events this spring that are connected to world politics, so I will make the class aware of them and *may* offer *extra credit* points for response papers.

**MY TEACHING PHILOSOPHY**

World politics is a fascinating subject constantly in the news, but not always adequately understood. An appreciation for world history and knowledge about the actors and processes

involved in world politics will build a greater understanding. We will confront many challenges and controversies in our discussions and some views that you have at the beginning of the semester may be challenged. I seek to create an environment in which students rigorously examine the readings and apply current events to course topics.

While reading assigned material, students should constantly ask themselves these questions:

- *What is the major theme or purpose of this writing?*
- *What is the argument and how compelling is it?*
- *What relevant historical events, concepts and information apply?*
- *How can the readings be related together?*

Lectures explain material and raise questions to consider, but I hope students will generously participate in discussions to provide insights about how world politics works and why various decisions are reached. Active learning increases our understanding, and discussions enable students to leave POLS 103 critical thinking skills to evaluate challenges faced by policymakers.

### **IMPORTANT DATES TO REMEMBER**

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|--|-------------------------------|
| ▪ Online quizzes and map quiz                        | To be announced               |
| ▪ Exam #1  | Tuesday, Feb. 19              |
| ▪ Reflection Paper on <i>Number the Stars</i> is due | Thursday, Feb. 28             |
| ▪ Short Response Paper on WWI panel is due           | Tuesday, Mar. 19              |
| ▪ Exam #2  | Tuesday, Apr. 2               |
| ▪ Research Paper on political community is due       | Thursday, Apr. 18             |
| ▪ Final Exam   | Thursday, May 2, 8:00-10:00am |

### **COURSE SCHEDULE\***

*\*Subject to change with prior notice by the professor.* (Bb) = posted on [Blackboard](#)

#### **PART I: FOUNDATIONS FOR STUDYING WORLD POLITICS**

##### **Week 1: Course Introduction and Studying World Politics**

- Jan. 15 Introduction to the Course and Syllabus Overview
- Jan. 17 The Relevance of International Relations Why We Disagree About IR  
Nau, Introduction, pp. 1-28

##### **Week 2: Thinking Theoretically About International Relations**

- Jan. 22 The Prisoner's Dilemma and the Realist Perspective  
Nau, Chapter 1 – How to Think About Intl. Relations, pp. 29-50
- Jan. 24 The Realist, Liberal, and Identity Perspectives  
Nau, Chapter 1 – How to Think About Intl. Relations, pp. 50-72

#### **PART II: THINKING THEORETICALLY ABOUT THE GLOBALIZED WORLD**

##### **Week 3: IR Theories, World History, and getting to World War I**

- Jan. 29 Critical Theory, Levels of Analysis, and Using Perspectives  
Nau, Chapter 1 – How to Think About International Relations,  
pp. 72-79; 80-83  
Applying IR Theories to the Real World  
Obama, B. (2009) "Remarks at the acceptance of the Nobel Peace Prize." Dec. 10. (Bb) [[Web](#)]

- Jan. 31 Evolving Political Community: Feudalism, Territorial State, Nation, Nation-State  
 Nau, Chapter 1 – How to Think About International Relations,  
 pp. 20-21  
 Nau, Chapter 2 – World War I, pp. 85-94

**Week 4: World War I and its Legacies**

- Feb. 5 World War I: “The Great War” explained by Realism and Liberalism  
 Nau, Chapter 2 – World War I, pp. pp. 94-109  
Browse one of these websites:  
 WWI Centennial Commission. “Educational Resources: Articles by Topics.” [Web]  
*The Wall Street Journal*. “100 Years, 100 Legacies.” [Web]
- Feb. 7 Nationalism as a Cause of WWI; The Great War’s Legacies  
 Nau, Chapter 2 – World War I, pp. 110-117  
 MacMillan, M. (2010) “Ending the war to end all wars.” *The New York Times*. Dec. 26. WK15. (Bb) [Web]  
 Macmillan, M. (2014). “World War I: The war that changed everything.” *The Wall Street Journal*. June 20. (Bb) [Web]  
 SC Public Radio. “Historians Observe Centennial of World War I’s End.” (interviews with Ryan Floyd and Fritz Hamer) Nov. 2018. [Web]

**Week 5: World War II and The Holocaust**

- Feb. 12 Failure of the League of Nations, The Versailles Treaty, and World War II  
 Nau, Chapter 3 – World War II, pp. 118-143  
 World War II: Identity Matters, Racist Nationalism, and The Holocaust  
 Nau, Chapter 3 – World War II, pp. 143-154

Homework: Watch “Memory of the Camps,” a film from PBS Frontline

**AtP event: “Journalism in S.C. Public Life” panel, 5:30-7pm in CC Auditorium**

- Feb. 14 Discuss “Memory of the Camps” documentary and the Holocaust  
 Jeopardy! Review for Exam #1

**Week 6: WWII, Political Community, and Danish Nationalism**

- Feb. 19 **Exam #1**
- Feb. 21 Danish Nationalism during German Occupation  
 Lowry, *Number the Stars*, pp. 1-87

**Week 7: The Cold War and Military Transformation**

**Feb. 25 - AtP event: Greenwood City Council meeting, 5:30-7:30pm in LC 300**

- Feb. 26 Scandinavia during WWII; Discussion about Political Community, then and now  
 Lowry, *Number the Stars*, pp. 88-137
- Feb. 28 The Cold War and Military Transformation with Modern Weaponry  
 Nau, Chapter 4 – The Origins and End of the Cold War, pp. 155-179

**\*\*\*Papers on Number the Stars due in class and on Bb**

\*\*\*Spring Break, no classes March 4-8

**Week 8: The Cold War, Ideological Battles, and Realism: Power Dynamics**

- Mar. 12 The Cold War: An Ideological Battle, Formation of Intl. Institutions  
 Nau, Chapter 4 – The Origins and End of the Cold War, pp. 179-203
- Mar. 14 Realist Strategies for Power; Gulf War, Afghanistan, & Iraq; A Rising China?  
 Nau, Chapter 5 – Realist Perspectives on Today’s World, pp. 205-228

Symposium on World War I and the South on Mar. 14-15 (see Bb for schedule)  
 Afternoon panels & evening events from 6:00-7:30pm in CC Auditorium

**Week 9: Terrorism, Ethnic Conflict, Collective Security, and Diplomacy**

- Mar. 19 Terrorism; Ethnic Conflicts; Great Power Groups: G-7, G-8, and G-20  
 Nau, Chapter 5 – Realist Perspectives on Today’s World, pp. 228-246  
 Memmott, M. (2014) “Putin’s out of the club for now: G-8 is back to being the G-7.” *NPR*. Mar. 24. (Bb) [[Web](#)]

\*\*\* Response Papers on WWI Symposium panel due in class

- Mar. 21 Collective Security Successes & Failures, International Negotiations  
 Nau, Chapter 6 – Liberal Perspectives on Today’s World, pp. 247-265

**Week 10: The United Nations and Non-Governmental Organizations**

- Mar. 26 The United Nations and Treaties  
 Nau, Chapter 6 – Liberal Perspectives on Today’s World, pp. 265-275
- Mar. 28 Non-Governmental Organizations  
 Nau, Chapter 6 – Liberal Perspectives on Today’s World, pp. 275-280  
 Kristof, N. D. (2010) “Learning from the sin of Sodom.” *The New York Times*. Feb. 28. WK11. (Bb) [[Web](#)]  
 Kristof, N. D. (2009) “A Most Meaningful Gift Idea.” *The New York Times*. Dec. 23. A23. (Bb) [[Web](#)]  
 Jeopardy! Review for Exam #2

**Week 11: Trade and Economic Policies**

- Apr. 2 Exam #2

**PART III: INTERPRETING TODAY’S WORLD AND ITS CHALLENGES**

- Apr. 4 Trade, Economic Policies, Keynesian Economics vs. the Chicago School  
 Nau, Chapter 8 – Realist and Liberal Perspectives on Globalization, pp. 347-380  
 Keynesian Economics vs. the Chicago School of Economics (Monetarism)  
 Slides in “Readings Outside the Textbook” folder for Week 12 in Bb

**Week 12: A Global Economy, Human Rights Debates, and International Law**

- Apr. 9 Bretton Woods Institutions: IMF, World Bank, and GATT/WTO  
 Nau, Chapter 6 – Liberal Perspectives on Today’s World, pp. 285-291



Investment, Multinational Corporations, and Immigration Policies  
 Nau, Chapter 8 – Realist and Liberal Perspectives on Globalization,  
 pp. 380-391

- Apr. 11 The Evolution of Human Rights and International Law  
 Nau, Chapter 6 – Liberal Perspectives on Today’s World, pp. 280-285;  
 302-303  
 Nau, Chapter 7 – Identity Perspectives on Today’s World, pp. 333-337  
 Universal Declaration of Human Rights [1948] (Bb) [\[Web\]](#)  
 The Nuremberg Principles [1950] (Bb) [\[Web\]](#)  
 Genocide Convention [1951] (Bb) [\[Web\]](#)

**Week 13: The Advent of Global Terrorism and Analyzing the Middle East**

- Apr. 16 Terrorism in a Globalized World  
 Watch “One Day in September,” a movie about the terrorist attacks at  
 The 1972 Olympic Games (1999 Academy Award winner)
- Apr. 18 Discuss “One Day in September”  
 The “End of History”, “Clash of Civilizations”, and Understanding Islam  
 Nau, Chapter 7 – Identity Perspectives on Today’s World, pp. 304-328  
 The Middle East Today  
*The Economist*. (2011) “Islam and the Arab revolutions.” Mar. 31. (Bb)  
[\[Web\]](#)  
*The Economist*. (2016) “The breakdown of Arab states: The war within.”  
 May 14. (Bb) [\[Web\]](#)

**\*\*\*Papers on political community due in class and on Bb**

**Week 14: Political Community, Democracy, Identity, Ethnicity, & Religion**

- Apr. 23 Nation-Building vs. State Building in the Middle East and Beyond  
 Nau, Chapter 7 – Identity Perspectives on Today’s World, pp. 328-333;  
 344-345  
 Slackman, M. (2008). “Generation faithful: In Algeria, a tug of war for  
 young minds.” *The New York Times*. June 23. (Bb) [\[Web\]](#)  
 Discussion on Ethnic Nationalism and Nation-Building in the U.S. and elsewhere
- Apr. 25 The Wars in Iraq and Afghanistan: Applying IR Theories and Concepts  
 Mearsheimer, J. J. & Walt, S. M. (2003) “An unnecessary war.”  
*Foreign Policy*. (Jan/Feb), 49-59. (Bb) [\[Web\]](#)  
 Africa & the Middle East: Stories of Colonialism, Corruption, & Challenges  
 Nau, Chapter 9 – Identity Perspectives on Globalization, pp. 407-425;  
 437-455  
 Thinking Theoretically about World Politics  
 Overview the Final Exam Study Guide; Jeopardy! Review for the Final Exam

**FINAL EXAM**

- May 2 Final Exam (**held from 8:00 – 10:00am**)