

IS 350

## **World Politics**

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### **Purpose:**

World Politics provides a critical survey of our interactions with people, institutions and events operating at a scale larger than that of everyday life. The aims to enhance the student's ability to grasp the complexity of the events and processes in the world. Instead of providing answers, the course focuses on asking questions. In the process of looking for answers, more questions arise. The learning goal of the course is asking better questions about the world.

### **Required Syllabus Statement**

#### *SOU Cares*

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, well being, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

#### *Academic Honesty Statement and Code of Student Conduct*

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct.

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and

handed back to you.

### *Statement on Title IX and Mandatory Reporting*

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact any of SOU's confidential advisors, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form

### *SOU Academic Support/Disability Resources*

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at (541) 552-6213 to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at [www.sou.edu/dr](http://www.sou.edu/dr) for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

### **Principles:**

- Integrity – we will conduct ourselves with authenticity, sincerity and wholeness.
- Failure Leads to Success – failures provide us with opportunities for learning, therefore, there are no failures, only outcomes and feedback.
- Speak with Good Purpose – we will speak in a positive sense, be responsible for honest and direct communication and avoid gossip and harmful communications.

- This Is It – we will focus our attention on the present moment and give each task our best effort.
- Commitment – we will follow through on promises and obligations and do whatever it takes to get the job done.
- Ownership – we will take responsibility and be accountable for our actions.
- Flexibility – we will be open to change and try a new approach if it helps us get to the desired outcome.
- Balance – We will keep our mind, body and spirit in alignment.

### **Policies:**

- I expect you to be in class. If you must miss a class for a valid reason, please inform me beforehand either via email or telephone call.
- Punctuality is important. Class begins at 3:30pm sharp. Those arriving late may not be marked present.
- All written assignments will be submitted electronically via Moodle.
- Please read the sections regarding intellectual honesty in your student handbook. Plagiarism and cheating are a serious academic offense!

### **Requirements:**

Everyone will participate in the online discussion on a regular basis. The Moodle discussion fora provides an excellent possibility to exchange information, ask questions and explore ideas outside of the classroom. A minimum of two contributions per week is required and these must be made each week. Equally important is an active class room. Please come prepared for class. That means completing the readings listed for each session BEFORE the class. Finally, you will write one article review of 1,500 words. You will take one in-class exam and one take-home exam.

### **Assessment:**

Two Exams = 25% each; Review Paper = 25%; Online Discussions = 10%; CP = 15%

**Textbook:** Jenny Edkins, Maja Zehfuss (eds.), *Global Politics. A New Introduction*. London, New York: Routledge, 2014.

### **Course Outline:**

Jan. 5 - Introduction

Jan. 7 - Territory - Reading: ch. 11

Jan 12 - Movement - Reading: ch. 10

Jan 14 - Rule - Reading: chs. 7, 14

Jan 19 - Identity - Reading: chs. 5, 6

Jan 21 - Nation - Reading: ch. 12

Jan 26 - State - Reading: ch. 13

Jan. 28 - Expansionism - Reading: ch. 21

Feb 2 - Colonialism - Reading: chs. 15, 16

Feb. 4 - **Midterm Exam**

Feb. 9 - Violence - Reading: ch. 23

Feb. 11 - War - Reading: chs. 22, 24

Feb. 16 - Intervention - Reading: chs. 25, 26

Feb. 18 - Economics - Reading: ch. 17

Feb. 23 - Finance - Reading: ch. 18

Feb. 25 - Inequality - Reading: ch. 19 (Article Review is due!)

Mar. 1 - Poverty - Reading: ch. 20

Mar 3 - Rights - Readings: ch. 27

Mar 8 - Nature - Reading: chs. 3, 4

Mar. 12 - Communication - Reading: chs. 8, 9