



LNDN PSCI 3357

New World (Dis)Order: The State and Society in an Age of Populism and Protest

CAPA LONDON PROGRAM

Course Description

The year 2020 saw America and most of the world convulsed by two major events: the global health pandemic of the covid 19 virus, which was worldwide in scope; and the spontaneous spread of protests for racial justice in America and many other countries in the democratic world that were triggered by the killing of George Floyd by police in the city of Minneapolis. Both these events, coming as disrupting forces to the established political and economic order, underscore longstanding questions for political, economic, and philosophical debate: where should power and decision-making take place? Is human nature noble, but enchained by corrupted institutions, or is it brutish and violent, requiring a social contract with an authority to safeguard the rights of all? If we accept the second proposition, who guards the guards?

The tensions between national and supra-national governance, exemplified by the US withdrawal from the World Health Organisation, appear to echo the trend to increasing nationalism, autonomy and populism that influenced the UK decision on Brexit (Britain exiting the European Union). The organic and viral movement of activism in support of Black Lives Matter may share some of the characteristics of Extinction Rebellion inasmuch as the concerns for immediate action on racial injustice, the climate crisis and other issues, have seen large numbers of people, including a significant proportion of the youth demographic, take to the streets and mobilise for direct action for social change.

This course will explore historic, recent and contemporary trends in the political authority invested in the nation-state and its agencies, and contrast this with social and political forces expressing discontent with the status quo. One section of the syllabus will examine ideas for greater global governance, such as the League of Nations, the UN and new bodies such as the International Criminal Court. The second section of the syllabus will explore ideas for local autonomy, and radical action on such matters as policing, systemic racism, carbon consumption, the rising use of surveillance technology and the free-market assumptions that underpin Western societies. Other modules in the course will examine the phenomenon that has been labelled “populism” and the discontent with current form of globalization, both from the political right and the political left. A further module will explore the fragmentation of the West-centric global order in light of an increasing multipolar world and the rising economic and political dynamism of China.

Course Aims

To familiarize students with the history and theory of the emergence of the modern (Westphalian) “nation-state” and with the system of multilateral organizations that emerged in the 20th century.

To explore and contrast histories of other forms of nation-building and governance outside of the European context.

To review the founding concepts of urban policing from British politician Robert Peel in 19th century London and to evaluate how policing in 21st century measures against the centrality of consent by the community.

To examine the social contract between the citizen and the state in the 21st century and specifically within the context of the “superdiverse” urban environments of many metropolitan cities.

To investigate the tension between order and anarchy (or stability and liberty) in the context of international relations and the “state-centric” system, and between government and the citizen in modern societies.

Requirements and Prerequisites

N/A

Learning Outcomes

- To explore the diverging contentions that the post-Covid world necessitates either greater convergence or greater national and local autonomy
- To critically evaluate the rule of law in urban environments and the capacity for law enforcement by consent where communities withdraw that consent
- To examine the concept of a social contract between the governing class and the governed in the context of large-scale social movements with grievances such as racial and gender equity, socio-economic inequality and ecological sustainability.
- To evaluate whether the modern nation-state system represents a “Euro-centric” model for civic administration and if the nation state and current multi-lateral system has validity for wider human diversity and other regions of the planet.

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences, as well as enhancing their capacity for critical thinking, and a willingness to encounter worldviews that may be new or challenging to them.

Class Methodology

This class will meet for 3 hours 20 mins once a week over 14 weeks, with a mid-term break. This course places value on discussion and active student participation in debate or discussions in class plus online discussions forums on Canvas where students may post ideas rather than speak in class. Class site visits will be offered to take advantage of the unique location and culture of the city of London and guest speakers from academia, activism and policy relevant fields will offer additional perspectives on selected topics from the syllabus.

Field Components

Participation in field activities for this course is required. Students will actively explore the global city in which you are studying. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are:

Visit to Black Cultural Archive (BCA), Windrush Square, South London

- The BCA is a leading institution in the curation of Black British history and culture. This site visit will include a tour of the local area of Brixton, long associated with London’s African and Caribbean communities. Windrush Square is named after the ship, SS Windrush, that brought the first cohort of Jamaican and other Caribbean migrants to London after WW2, and hosts the African and Caribbean War Memorial. The main focus of the site visit will be to explore the BCA’s exhibitions in relation to the Black Lives Matter protests of 2020 and to compare and contrast the experience of Black communities in Britain and America,

Site Visit to Institute of Economic Affairs

- The Institute of Economic Affairs is a free-market think tank that produces research, analysis and comment for media. Their output is supportive of free market and liberal economic ideas. Notably their director supported Brexit, despite serving as the leader of a pro-EU youth movement in the 90s. This position represents a growing trend in British and American political and economic thinking that is broadly pro-free markets, and broadly skeptical of some aspects of the multilateral institutions at regional and global level. The purpose of this site visit will be to gain an understanding of those voices in the debate that argue for free trade as the best route towards returning prosperity after the recent global crisis.

Students are also strongly encouraged to participate in **co-curricular** program activities, such as *My Global City* events and activities, or other optional activities (such as LSE Public lectures etc), where relevant.

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3

	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
				1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Engaged participation/Small group discussion	10%	a, b, c, d	Weekly
Blog post 1 X 500 – 800 word blog post with up to 5 images and/or up to 2 minutes of video footage	10%	a, b	Week 4
Mid-term Expository essay of 2000 words to demonstrate learning from the first half of semester	20%	a, b, c,	Week 8
Literature review- A 1200 word piece to critically evaluate one of the secondary sources from the reading list	15%	b, c, d	Week 11
Final Academic essay of 2000 words to objectively evaluate other major themes of the course	25%	a, b, c, d	Week 13
End of Term Presentation	20%	all	Week 14

Assignments

Participation: 10%

Students are expected to contribute regularly, and in an informed manner, to class discussion and CANVAS discussion posts. Readings should be completed in advance of class so that students can demonstrate their knowledge of the material through relevant comments, questions, and analysis. Participation during student presentations is an essential component of this assessment and is designed to generate discussion and debate about contemporary issues.

Blog post: 10%. Due Wk 4

Students will research and write a blog post to explore the themes of the first three weeks of the course. This could include how theories of international order and anarchy relate to a contemporary issue, such as geopolitical tensions in a region of the 21st century world, or political and social challenges to a government in one country. Students may also blog about the site visit to the Black Cultural Archive. The blog piece should be written in a journalistic style. This does not require academic footnotes, but the writer must still aim for factual accuracy and relevant context. Up to a maximum of 5 images and pictures will add value to this assignment. Any student that has technical confidence to do so, may also record a maximum of 2 minutes video footage of their own (but should NOT add video footage from other publishers and sources e.g Youtube, Tiktok etc.)

Mid Term-Expository Essay 20%. Due Wk 8

An expository essay is defined as “a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner.” (Owl Purdue Online Writing Lab)¹

For the first of the two academic essays for this course, students may select a topic from a range of set questions and will then research and write a 2000 word composition in which they may take a political or philosophical position, provided they have marshalled academic resources to give substance to their argument. This essay will require a bibliography of a minimum of 6 sources and footnotes to show evidence of their research.

Literature Review 15%. Due Wk 11

¹ Owl Purdue Online Writing Lab: https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/expository_essays.html#:~:text=The%20expository%20essay%20is%20a,a%20clear%20and%20concise%20manner.

Students will select one article, essay or book from the wider reading list for this course and write a 1200 critical review of the content. In contrast to the expository essay, where students will research and write in support of ideas, the objective of this assignment is to question and evaluate the ideas and arguments offered in one piece of literature.

The reading list for this course has been carefully calibrated to reflect ideas across the ideological spectrum and consciously contains political perspectives with which students, and indeed faculty, may find they are in personal disagreement. This assignment should footnote accurately from the selected piece of literature but may have a smaller bibliography than the essays.

Final Academic Essay 25%. Due Wk 13

The second and final academic essay requires students to shift from an expository or critical analysis to writing to the standards of academic objectivity and impartiality. Students will pick one topic from a range of set questions to evaluate their learning for the entirety of the course. They will research and write a 2000-word academic essay, including footnotes and a bibliography that should contain a minimum of 8 sources.

End of Term Presentation 20%. Due Wk 14

From after the mid-semester break each student will select a topic for their own research and prepare a presentation of 8-12 minutes to deliver in the final class of this course.

Students may pick and innovate their own topic for presentation in consultation with the instructor, and they will have a degree of latitude to address a subject of their choice, within the following broad areas of enquiry:

- "The future of politics is global"
- "The future of politics is local"
- "The future of human prosperity is best served through adherence to free markets and democracy"
- "Free markets and democracy are no longer necessary or optimal conditions for human prosperity."

Students should NOT repeat in oral presentation, ideas and activities that they have covered in one of their academic essays, but they may draw on learning from across the semester including authors, theories and writings they have commented on in assignments.

Dress Code

N/A

Course Materials

Required Readings:

Please see weekly readings from the syllabus and aim to read an article or a book chapter from the suggested literature. This course does not, therefore, have a single course text, but weekly required reading of assigned texts is essential for understanding and engagement in this course.

Please note the literature for this course has been carefully selected to cover a wide-range of ideological and political perspectives, including some which the course instructor is in significant philosophical disagreement with. Students are invited to critically engage with any material on this course, and to recognize the contestation and conflict between the different views of order and stability, prosperity and freedom are at the heart of the learning values for this course.

Recommended Reading(s):

ACLU: How is Face Recognition Surveillance Technology Racist? <https://www.aclu.org/news/privacy-technology/how-is-face-recognition-surveillance-technology-racist/>

Akala; chapter 4 "Empire and Slavery in the British Memory" from *Natives; Race and Class in the Ruins of Empire; Two Roads, Great Britain, 2018* – ISBN:978 1 473 66123 3

Bull H; *The Anarchical Society*, Palgrave, UK, 1995 ISBN 9780333638224
<https://link.springer.com/book/10.1007/978-1-349-24028-9>

Chan S, *The End of Certainty: Towards A New Internationalism*, Zed Books, London and New York, 2009, ISBN: 9781848134027

Cosgel M, Ergene B, Haggay E & Miceli T; *Crime and Punishment in Ottoman Times: Corruption and Fines*; *Journal of Interdisciplinary History*, xliii:3 (Winter, 2013), 353–376

Crenshaw K, Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color, from The Public Nature of Private Violence edited by Martha Fineman and Rixanne Mykitiuk. Reproduced by permission of Taylor & Francis/Routledge, 1994 ISBN: 97804-15908450

Friedman J, Globalization, the State and Violence; Alta Mira Press; 2004; ISBN: 9780585471396

Fukuyama F, The End of History and the Last Man; Penguin, 1992 (republished 2010), London, ISBN: 9780140134551

Giddens A, The Consequences of Modernity, Polity Press, April 1991, ISBN: 978-0745609232

Gross L, The Peace of Westphalia 1648 – 1948; American Journal of International Law; Vol 42, no 1 Jan 1948, Cambridge University Press <https://www.jstor.org/stable/2193560?seq=1>

Gray J, Stephen Pinker is Wrong About Violence and War, Guardian 13 March 2015 - <https://www.theguardian.com/books/2015/mar/13/john-gray-steven-pinker-wrong-violence-war-declining>

The Guardian; The Macpherson Report – A Summary – 24 February 1999, <https://www.theguardian.com/uk/1999/feb/24/lawrence.ukcrime12>

Hamilton C; The Mfecane Aftermath: Reconstructive Debates in Southern African History; Witwatersrand University, University of Natal Press; South Africa; 1995 ISBN: 9781776142965

Huntingdon S, The Clash of Civilizations and the Remaking of World Order; Simon and Schuster, UK, 2002; ISBN: 978-0743231497

Hasse D.N; Influence of Arabic and Islamic Philosophy on the Latin West, Stanford Encyclopedia of Philosophy, Sept 2008 - <https://plato.stanford.edu/entries/arabic-islamic-influence/>

Home Affairs Select Committee, The Macpherson Report: 10 Years On; House of Commons; July 2009: - <https://publications.parliament.uk/pa/cm200809/cmselect/cmhaff/427/427.pdf>

Jessop J & Shackleton L, Rebooting Britain: How the UK Economy Can Recover from Coronavirus, IEA, <https://iea.org.uk/publications/rebooting-the-economy/>

Jones O; The Establishment and How They Got Away With It; Penguin, Great Britain, 2015 ISBN: 9780141974996

Kotkin J; The Coming of Neo-Feudalism, Encounter Books, New York London, 2020, ISBN 9781641770941

Lal D, The Threat to Economic Liberty From International Organizations, Cato Institute, Vol 25, No 3, 2005 - <http://www.econ.ucla.edu/lal/threat%20to%20international%20org.pdf>

Mensah P T; The Mfecane and Its Effects; Kwame Nkrumah University of Science and Technology, Ghana, 2016; ISBN: 9783668177765

Milanovic B, Global Inequality: A New Approach for the Age of Globalization, Bellknap Press, 2018, ISBN: 9780674984035

Olivera V, The State of Nature in Hobbes and Rousseau, Medium.Com, May 2020, <https://medium.com/@victoroliver/the-natural-state-in-hobbes-and-rousseau-two-views-on-liberty-a626e3f7c75e>

Patton S; The Peace of Westphalia and its Effects on International Relations, Diplomacy and Foreign Policy, the Histories, Vol 10, article 5; La Salle University; 2019 https://digitalcommons.lasalle.edu/cgi/viewcontent.cgi?article=1146&context=the_histories

Picketty T, Capital in the 21st Century; Harvard University Press, 2017; ISBN 978-0674979857

Pinker, S, The Better Angels of our Nature, Penguin Books, Sept 2012, ISBN 9780143122012

Pollock F, The Kings Peace in the Middle Ages; Harvard Law Review Vol. 13, No. 3 (Nov., 1899)

Roussinos A; The Irresistible Rise of the Civilization State; UnHerd; August 2020 <https://unherd.com/2020/08/the-irresistible-rise-of-the-civilisation-state/>

Rosling H, O & A, Factfulness: Ten Reasons We're Wrong About The World – And Why Things Are Better Than You Think, Sceptre, Great Britain 2018 – ISBN 9781473637481

Steinberger P.J, Hobbes, Rousseau and the Modern Conception of the State, The Journal of Politics, vol 70, no 3, University of Chicago Press, July 2008

Weir P, Ruling the Void: The Hollowing of Western Democracy, Verso, London & New York, 2013, ISBN 9781844673247

Wills M, The Origins of the Police, Jstor Daily, November 2019 - <https://daily.jstor.org/the-origins-of-the-police/>

Audio-Visual Resources:

Pinker S, "The Better Angels of our Nature", lecture to RSA, London, November, 2011 - [#https://www.youtube.com/watch?v=GgNsmW_bAKI #](https://www.youtube.com/watch?v=GgNsmW_bAKI)

Zuboff S, The Age of Surveillance Capitalism, Profile Books, Main, USA, Sept 2018
ISBN: 978-1781256855

Weekly Course Schedule

WEEK 1 Date

Lesson Number 1 / Introduction to the Course

In–class activity: The first session will orient students to the themes and pedagogy for this class, as well as engaging students in their current understandings of and responses to the impact of the political and health crises of 2020/21 and the wider disrupting trends in national politics and in international relations.

The second section of the class will include a micro-lecture and class discussion on the Enlightenment philosophical legacies, notably of Thomas Hobbes and Jean-Jacques Rousseau and the tension between authority and liberty in the Western traditions.

Questions/Areas for Reflection:

Is the Enlightenment a “Eurocentric tradition”? What does it owe to Islamic scholars Ibn Rushid and Ibn Sina (Averroes and Avicenna)?

Out–of–class activity:

Readings: Olivera V, The State of Nature in Hobbes and Rousseau - <https://medium.com/@victoroliver/the-natural-state-in-hobbes-and-rousseau-two-views-on-liberty-a626e3f7c75e>

WEEK 2 Date

Lesson Number 2 / Origins of the Political State and the Anarchical Society: Perspectives from European and African History

In–class activity: This class will include a lecture to examine the formation of the modern nation-state, firstly through the religious conflicts and then the political settlement in Western Europe known as the peace of Westphalia (1648), and secondly contrasting this with the period of Southern African history known as the Mfecane (The Scattering or the Force Migrations – 1815 to 1840s.) The two historical processes will be analyzed to explore the formation of a nation-state and the context of a state of international anarchy or the presence of a hegemonic force, e.g. empires and colonial forces.

The second half of class will comprise facilitated discussion groups on a number of specific questions:

- Is the international system of “nation states” an export of European culture and history?
- Is the international system inherently anarchic?
- If citizens of nation-states accept an authority (Hobbes’ Leviathan) to ensure order in their lives, why are nation-states, and their political leaders, not subject to authority?
- What other models of political, economic and cultural organization are available from history to explore as alternatives, and do any of these offer new ideas or solutions to resolving global problems today, such as conflict, ecological crisis, racial and gender discrimination, and economic inequality?

Out-of-class activity:

Readings:

Bull, H; The Anarchical Society (read pages 3-21 The Concept of Order in World Politics)
Gross L, The Peace of Westphalia 1648 – 1948 (read pages 20-41)
Hamilton C; The Mfecane Aftermath: Reconstructive Debates in Southern African History (pp13-20, pp123 -162)
Mensah P T; The Mfecane and Its Effects (excerpt here: <https://www.grin.com/document/317679>)
Patton S; The Peace of Westphalia and its Effects on International Relations pps
Chan S, The End of Certainty: Towards A New Internationalism (pp306-316).

Assignments: Blog post assignment set

WEEK 3 Date

**Lesson Number 3 / Site visit: Black Cultural Archive and Windrush Square
Class will meet at Brixton tube station for the start of class**

In-class activity: Class will make a visit to the Brixton neighbourhood in South London, an area with a strong association with Black British communities and political questions of racism, protest and authority. We will explore the area of Windrush Square and the African and Caribbean War Memorial before a digital exploration of some of the resources held within the Black Cultural Archive, and specifically those that relates to the Black Lives Matter protests of 2020.

Out-of-class activity:

Readings:

Akala; "Empire and Slavery in the British Memory," from Natives; Race and Class in the Ruins of Empire, pp 123-149

Assignments: Expository Essay set

WEEK 4 Date

Lesson Number 4 / The "King's Peace", the Creation of Policing and Community Consent

In-class activity: This section of the course will review the history of modern policing from Britain's creation of the Metropolitan Police Force in 1829 and examine previous concepts for law enforcement, such as the King's Peace in Medieval England and law enforcement in the Ottoman Empire, with a particular focus on Peel's principle of community consent for policing, and how relevant this is to contemporary political tensions over policing.

Out-of-class activity:

Readings:

Pollock F, The Kings Peace in the Middle Ages pp177 – 189 https://www.jstor.org/stable/1322581?seq=1#metadata_info_tab_contents

M Wills, The Origins of the Police; The Macpherson Report – 10 Years On <https://publications.parliament.uk/pa/cm200809/cmselect/cmhaff/427/427.pdf>

Crime and Punishment in Ottoman Times; Cosgel, Ergene and Miceli pp353 - 376 https://www.mitpressjournals.org/doi/pdf/10.1162/JINH_a_00422

Audio-Visual: Can Cities Function Without the Police? Stephen Pinker; <https://www.youtube.com/watch?v=lwkyfmOrguk>

Assignments: Blog post due

WEEK 5 Date

Lesson Number 5 / Surveillance, Digital Control and Questions of Prejudice in Technology

In-class activity: This class will examine emerging questions of the relationship between technology and the market, and the state, including the concerns over social media's role in democratic politics and issues of racial profiling in surveillance technology.

Out-of-class activity:

Readings:

Zuboff S, The Age of Surveillance Capitalism; How is Face Recognition Surveillance Technology Racist?

<https://www.aclu.org/news/privacy-technology/how-is-face-recognition-surveillance-technology-racist/>

Pickerill J, Cyberprotest: Environmental Activism Online - <https://www.jstor.org/stable/j.ctt155j99d> pp 15-35 & 142-166

WEEK 6 Date

Lesson Number 6/ Guest Lecture: Radical London: A Walking History – Dr Morgan Daniels

Class will meet Dr Daniels in central London for a walking tour of sites associated with radicalism and political dissent.

In-class activity: A guest expert will guide us on a walking tour to understand London's place at the center of Britain's political history of radicalism and protest. Dr Daniels will note the history of left-wing opposition to globalization and neo-liberal economics in the context of significant protest events in Seattle, Washington and London and the UK vote on Brexit.

Out-of-class activity:

Readings:

Friedman J, Globalization, the State and Violence pps

Picketty T, Capital and Wealth Taxation in the 21st Century, National Tax Journal Vol. 68, No. 2 (June, 2015), pp. 449-458

https://www.jstor-org.libezproxy2.syr.edu/stable/24369952?Search=yes&resultItemClick=true&searchText=capital+in+the+21st+century&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dcapital%2Bin%2Bthe%2B21st%2Bcentury%26filter%3D&ab_segments=0%2Fbasic_SYC-5187_SYC-5188%2Ftest&refregid=fastly-default%3Aa714424c160f48f71af0ee85da53a39&seq=1#metadata_info_tab_contents

WEEK 7 MID-TERM BREAK Date

WEEK 8 Date

Lesson Number 7 / The Rise of Populism and the “Civilization” State: Is the Global Rules Based Order in Retreat?

In-class activity: After the Fall of the Berlin Wall, Fukuyama's essay “The End of History” foresaw the dominance of liberal democracy and free markets. Today political movements defined as “populist” are increasingly successful in a range of democratic states. Many of these movements are skeptical or hostile to regional and global rules-based systems, such as the EU, the UN and the WTO. A growing trend sees political movements that look back to and see inspiration in civilizations, including empires, from their past history. This class will explore these new patterns in international politics.

Out-of-class activity:

Readings:

Fukuyama F, The End of History https://www.suz.uzh.ch/dam/jcr:00000000-36d7-41d4-0000-00000936ea84/Fran-cis_Fukuyama.pdf

Huntingdon S, The Clash of Civilizations pps

Roussinos A; The Irresistible Rise of the Civilization State - <https://unherd.com/2020/08/the-irresistible-rise-of-the-civilization-state/>

Assignments: Expository Essay Due. Literature Review Set

WEEK 9 Date

Lesson Number 8/ Prosperity, Youth, Sustainability and the Market: Has Capitalism Failed Generation Z and the Planet?

In-class activity: The rise of such movements as Greta Thunberg's “school strikes” for the climate and youth demographic support for Extinction Rebellion, Occupy Wall Street and Black Lives Matter might be dismissed by critics as youthful rebellion. Yet, in US and Western Europe declining economic opportunities and the evidence of continuing

inequalities in such areas as race and gender may make it ever harder for capitalism and “moderate” political movements to appeal to the Millennial Generation, even as they age...

Out-of-class activity:

Readings:

Pickerill J, Cyberprotest: Environmental Activism Online, pp167–181

Jones O. The Establishment and How They Got Away with It, pp202-240

Assignments: End of Semester Essay Set

WEEK 10 Date

Lesson Number 9 / Visit to the Institute for Economic Affairs: The Case for Free Markets and Small Government

Class will meet at a tube station close to the site

In-class activity: Despite academic and political support for the New Left and growing protests against inequality, free market capitalism continues to dominate the global economy, and with rising liberalization of the Chinese, Russian and Indian and other economies, on a global scale, capitalism has never been so widespread. This site visit will be to a leading UK free-market think tank to hear the case for why liberal economic models remain dominant and also electorally popular.

Out-of-class activity:

Readings:

Jessop J & Shackleton L, Rebooting Britain: How the UK Economy Can Recover from Coronavirus, IEA,

<https://iea.org.uk/publications/rebooting-the-economy/>

Lal D, The Threat to Economic Liberty From International Organizations, Cato Institute -

<http://www.econ.ucla.edu/lal/threat%20to%20international%20org.pdf>

Assignments: End of Semester Presentation Set

WEEK 11 Date

Lesson Number 10 / Angels or Demons: Trends in Peace and Violence Nationally and Globally

In-class activity: Is our world becoming more violent, or more peaceful? Within nation-states is law and order breaking down, are authoritarian and divisive forces fueling further conflict and structural violence? This session will explore research into trends of peace and violence in our world, notably from Professor Stephen Pinker, and the critique that recent political developments in international relations and within many states point to a resurgence in conflict.

Out-of-class activity:

Readings:

Pinker S, The Better Angels of Our Nature, (see chapters on “The Long Peace” and “The Rights Revolutions”)

Gray J, Stephen Pinker is Wrong About Violence and War ; <https://www.theguardian.com/books/2015/mar/13/john-gray-steven-pinker-wrong-violence-war-declining>;

<https://www.theguardian.com/books/2015/mar/13/john-gray-steven-pinker-wrong-violence-war-declining>;

Assignments: Literature Review Due

WEEK 12 Date

Lesson Number 11/ Guest Lecture: Policing and Institutional Racism: – Jacqueline Springer

In-class activity: This week’s guest lecturer is an expert on race, gender and culture. In addition to her academic portfolio, Jacqueline is a curator of Black British art and music. She will address the British experience of policing and institutional racism.

Out-of-class activity:

Readings:

Crenshaw K, Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color, from The Public Nature of Private Violence pps
The Macpherson Report: A Summary - <https://www.theguardian.com/uk/1999/feb/24/lawrence.ukcrime12>

WEEK 13 Date

Lesson Number 12 / Bubbles and Elephants: Economic Trends on Equality in the West and in the World

In-class activity: The economic crisis after the Covid 19 pandemic has come just over a decade after the 2008/2009 Financial Crisis. What impact will such shocks to the global economy and national economies have on human well-being, notably for populations more exposed to socio-economic inequality? This class will explore the link between globalization and inequality and this impact this has on political trends, such as populism. Other research, such as that of the late Hans Rosling, points to macro-gains in development and prosperity and credits institutions of global governance, such as the UN, as drivers for unprecedented gains.

Out-of-class activity:

Readings:

Milanovic B, Global Inequality, pp10-45
Rosling H, O & A, Factfulness, pp1-17 & 19-37

Assignments: End of Semester Essay due

WEEK 14 Date

Lesson Number 13 / End of Semester Presentations

In-class activity: In the final class students will deliver their final presentations addressing one of these four broad themes of inquiry:

- "The future of politics is global"
- "The future of politics is local"
- "The future of human prosperity is best served through adherence to free markets and democracy"
- "Free markets and democracy are no longer necessary conditions for human prosperity."

Out-of-class activity:

Readings: TBC

Assignments: End of Semester presentation delivered in class

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, the first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact the Academic Director ahead of time at excused.absence@capa.org and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting the Academic Director, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of "0" will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.