

Course Last Updated 3/26/2024



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

Section I: Course Overview

Course Code: POL332

Subject Area(s): Politics, History

Prerequisites: One 200-level course or two 100-level courses in political science or a relevant subject area

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: N/A

Course Description

This course explores historic, recent and contemporary trends in the political authority invested in the nation-state and its agencies, and contrasts this with social and political forces expressing discontent with the status quo. The first half of the course 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 half will survey 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. The phenomenon that has been labelled “populism” and the discontent with the current form of globalization, both from the political right and the political left, will be explored, and there will be a reconstruction of the fragmentation of the West-centric global order due to an increasing multipolar world and the rising economic and political dynamism of China.

Learning Objectives

- Identify concepts which inform theoretical and empirical discussion of politics, such as 'rights', 'democracy', 'power' and 'liberty'.
- Articulate some of the core normative issues which concern democratic politics, such as the legitimate scope of state authority, the desirability of democracy, and the role of civil society.

- Recognize the contentions that the post-Covid world necessitates either greater convergence or greater national and local autonomy.
- Delineate the social contract between the governing class and the governed in the context of large-scale social movements such as racial and gender equity, socio-economic inequality and ecological sustainability.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Blog post - 5%

Mid-term Expository essay - 20%

Literature review - 15%

Final Academic essay - 20%

End of Term Presentation - 20%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

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 (500 – 800 word blog post with up to 5 images and/or up to 2 minutes of video footage, 5%): Students will research and write a blog post to explore the themes covered in the

first three sessions 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 it could explore 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. Students may also record video footage of their own (maximum two minutes), but they should NOT add video footage from other publishers and sources e.g Youtube, Tiktok etc.

Mid Term-Expository Essay (2000 words to demonstrate learning from the first half of semester; 20%): 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)

For the first of the two academic essays for this course, students will select a topic from a range of set questions, and they will 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. A bibliography citing a minimum of 6 sources and footnotes to show evidence of their research must be included.

Literature review (a 1200-word piece to critically evaluate one of the secondary sources from the reading list, 15%): 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 personally disagree with. This assignment should footnote accurately from the selected piece of literature but may have a smaller bibliography than the essays.

Final Academic Essay (2000 words to objectively evaluate other major themes of the course, 20%): The second and final academic essay requires students to shift from an expository or critical analysis. Instead, students will write 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%): 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.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and

perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

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

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required Readings

Please see weekly readings from the syllabus and aim to read an article or a book chapter from the suggested list of readings. While this course does not have a single course text, 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.

Akala. (2019). *Natives: Race and class in the ruins of Empire*. London: Two Roads.

Auerbach, A. J., & Hassett, K. A. (2015). *Capital taxation in the 21st Century*. Cambridge, Mass.

Bull, H. (2012). *The Anarchical Society: A Study of Order in World Politics*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

Chan, S. (2009). *The end of certainty: Towards a new internationalism*. London, England: Zed Books.

Cosgel, E. (2013). Crime and punishment in Ottoman times: Retrieved from https://www.mitpressjournals.org/doi/pdf/10.1162/JINH_a_00422

Croxton, D., & Tischer, A. (2002). The peace of westphalia: A historical dictionary. Westport, CT etc.: Greenwood Press.

El-gingihy, Y. (2019). How to dismantle the NHS in 10 easy steps. Winchester, UK: Zero Books.

Friedman, J. (2002). Globalization, the state, and violence. Walnut Creek, CA: AltaMira.

Fukuyama, F. (2020). The end of history and the last man. UK: Penguin Books.

Gray, J. (2015). Steven Pinker is wrong about violence and war. Retrieved from <https://www.theguardian.com/books/2015/mar/13/john-gray-steven-pinker-wrong-violence-war-declining>

Hamilton, C. (1995). The mfecane aftermath: Reconstructive debates in Southern African history. Johannesburg: Witwatersrand University Press.

Ismail, F. (2023). Averting catastrophe: Crisis, class and climate change. Retrieved from <https://journals.sagepub.com/doi/10.1177/08969205231177178>

Jessop, J. (2020). Rebooting Britain – Institute of Economic Affairs. Retrieved from <https://iea.org.uk/publications/rebooting-the-economy/>

Lal, D. (2005). The Threat to Economic Liberty From International Organizations. Cato Institute.

LENIN, V. I. (1911). State and revolution.

Milanovic, B. (2016). Global inequality. Harvard University Press.

Pinker, S. (2012). The Better Angels of Our Nature: Why Violence Has Declined. New York, NY: Penguin Books.

Pollock, F. (1899). The king’s peace in the Middle Ages. Cambridge, MA: Harvard Law Review Pub. Association.

Rosling, H. (2020). Factfulness. Flatiron Books.

Roussinos, A. (2020a). The irresistible rise of the civilisation-state. Retrieved from <https://unherd.com/2020/08/the-irresistible-rise-of-the-civilisation-state/>

Roussinos, A. (2020b). The irresistible rise of the civilisation-state. Retrieved from <https://unherd.com/2020/08/the-irresistible-rise-of-the-civilisation-state/>

Wills, M. (2009). The macpherson report—ten years on - parliament ... Retrieved from <https://publications.parliament.uk/pa/cm200809/cmselect/cmhaff/427/427.pdf>

Course Calendar

Session 1	
Topics	INTRODUCTION TO THE COURSE
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. In part two we will take on an ‘origins of the state’ walking tour through the City of London.
Readings and Assignments	Assignments: 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)?

Session 2	
Topics	ORIGINS OF THE POLITICAL STATE AND THE ANARCHICAL SOCIETY
Activity	<p>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.</p> <p>The second half of class will comprise facilitated discussion groups on a number of specific questions:</p> <ul style="list-style-type: none"> - 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?
Readings and Assignments	<p>Readings: Lenin, V.I., ‘The State’ (1911) https://www.marxists.org/archive/lenin/works/1919/jul/11.htm Taussig, M ‘Maleficium: State Fetishism’ (1991) V.I. Lenin, ‘The State’ (1911) https://www.marxists.org/archive/lenin/works/1919/jul/11.htm Other 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</p>

Session 3	
Topics	THE “KING’S PEACE”, THE CREATION OF POLICING AND COMMUNITY CONSENT
Activity	<p>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</p>

	consent for policing, and how relevant this is to contemporary political tensions over policing. Visit to Metropolitan Police Museum.
Readings and Assignments	Readings: Can Cities Function Without the Police? Stephen Pinker; https://www.youtube.com/watch?v=lwkyfmOrguk 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 Assignments: Expository Essay set

Session 4	
Topics	SITE VISIT: BLACK CULTURAL ARCHIVE AND WINDRUSH SQUARE
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.
Readings and Assignments	Readings: Akala; "Empire and Slavery in the British Memory," from Natives; Race and Class in the Ruins of Empire, pp 123-149 Assignments: Blog post due

Session 5	
Topics	IS IT BECAUSE IT'S WELL FAIR?
Activity	Postwar Britain saw the implementation of a radical welfare state manifesto by the Labour Party. Why was change so dramatic after 1945? Is it true that, as one Guardian review had it, 'people were seeking not socialism but reformed capitalism' in voting Labour? And what is left of the welfare state in 2024?
Readings and Assignments	Readings: Youssef El-Gingihy, How to Dismantle the NHS in 10 Easy Steps (2018).

Session 6	
Topics	RADICAL LONDON: A WALKING HISTORY
Activity	A walking tour to understand London's place at the center of Britain's political history of radicalism and protest.
Readings and Assignments	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&refreqid=fastly-default%3Aaa714424c160f48f71af0ee85da53a39&seq=1#meta_data_info_tab_contents
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Session 7	
Topics	Midterm Break

Session 8	
Topics	THE RISE OF POPULISM AND THE “CIVILIZATION” STATE: IS THE GLOBAL RULES BASED ORDER IN RETREAT?
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.
Readings and Assignments	Readings: Fukuyama F, The End of History https://www.suz.uzh.ch/dam/jcr:00000000-36d7-41d4-0000-00000936ea84/Francis_Fukuyama.pdf Roussinos A; The Irresistible Rise of the Civilization State - https://unherd.com/2020/08/the-irresistible-rise-of-the-civilisation-state/ Assignments: Expository Essay Due. Literature Review Set

Session 9	
Topics	PROSPERITY, YOUTH, SUSTAINABILITY AND THE MARKET: HAS CAPITALISM FAILED GENERATION Z AND THE PLANET?
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.
Readings and Assignments	Readings: Ismail, F. ‘Averting Catastrophe: Crisis, Class, and Climate Change’ (2023) https://journals.sagepub.com/doi/10.1177/08969205231177178 Assignments: End of Semester Essay Set

Session 10	
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Topics	VISIT TO THE INSTITUTE FOR ECONOMIC AFFAIRS: THE CASE FOR FREE MARKETS AND SMALL GOVERNMENT
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 also electorally
Readings and Assignments	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

Session 11	
Topics	ANGELS OR DEMONS: TRENDS IN PEACE AND VIOLENCE NATIONALLY AND GLOBALLY
Activity	Is our world becoming more violent, or more peaceful? Within nation-states is law and order breaking down, are authoritarian and divisive forces fuelling 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. Visit to the Imperial War Museum.
Readings and Assignments	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-stein-pinker-wrong-violence-war-declining Assignments: Literature Review Due

Session 12	
Topics	SPY COPS
Activity	This week’s guest lecturer (TBC) recently gave evidence to the ongoing ‘spy cops’ inquiry.
Readings and Assignments	Readings: Oral testimonies to the spy cops inquiry at https://www.spycops.co.uk/

Session 13	
Topics	BUBBLES AND ELEPHANTS: ECONOMIC TRENDS ON EQUALITY IN THE WEST AND IN THE WORLD
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. Guest lecturer TBC.
Readings and Assignments	Readings: Milanovic B, Global Inequality, pp10-45 Rosling H, O & A, Factfulness, pp1-17 & 19-37 Assignments: End of Semester Essay due

Session 14	
Topics	END OF SEMESTER PRESENTATIONS
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.”
Readings and Assignments	Assignments: End of Semester presentation delivered in class

Session 15	
Topics	END OF SEMESTER PRESENTATIONS (Continued)
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.”
Readings and Assignments	Assignments: End of Semester presentation delivered in class

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.