

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only  
Number LS-2  
Action Approved  
Date 4-19-90

UWUCC Use Only  
Number \_\_\_\_\_  
Action \_\_\_\_\_  
Date \_\_\_\_\_

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE PS 101 World Politics  
DEPARTMENT Political Science  
CONTACT PERSON Dagem Dejene

II. THIS COURSE IS BEING PROPOSED FOR:

\_\_\_\_\_ Course Approval Only  
\_\_\_\_\_ Course Approval and Liberal Studies Approval  
X Liberal Studies Approval only (course previously has been  
approved by the University Senate)

III. APPROVALS

Dagem Dejene  
Department Curriculum Committee

Richard A. Nguyen  
Department Chairperson

Jorge  
College Curriculum Committee

Robert J. [Signature]  
College Dean\*

Charles [Signature]  
Director of Liberal Studies  
(where applicable)

\_\_\_\_\_  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted  
to LSC \_\_\_\_\_  
to UWUCC \_\_\_\_\_

Semester/Year to be  
implemented \_\_\_\_\_

Date to be published  
in Catalog \_\_\_\_\_

Revised 5/88

[Attach remaining parts of  
proposal to this form.]

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not** use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular**       **Provisional** (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?**  **yes**       **no**

**If so, which General Education course(s)?** World Politics PS 101

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	<b>Primary</b>	<b>Secondary</b>
<b>A. Intellectual Skills and Modes of Thinking:</b>		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	X	_____
2. Literacy--writing, reading, speaking, listening	X	_____
3. Understanding numerical data	_____	X
4. Historical consciousness	X	_____
5. Scientific inquiry	_____	X
6. Values (ethical mode of thinking or application of ethical perception)	X	_____
7. Aesthetic mode of thinking	_____	_____
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	X	_____
<b>C. Understanding the Physical Nature of Human Beings</b>	_____	_____
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	_____	X
2. Use of computing technology	_____	_____

## Part II

### A.

1. Critical thinking is one of the primary objectives of this course. Since we are drawing our readings from many different sources with different political and cultural views, students are encouraged to:

- a. Differentiate facts and opinions
- b. recognize and evaluate author bias and rhetoric
- c. determine cause and effect of relationships
- d. determine accuracy of information
- e. recognize logical fallacies
- f. compare and contrast information
- g. make judgments and logical conclusions

2. The two textbooks, Taking Sides and Annual Editions, provide the student with differing views on contemporary issues in world politics. Students are required to read and debate these issues in class.

3. Basic statistical data, such as international trade data, defense expenditures, world demographic data, etc. are provided in the main textbooks and discussed in class.

4. Almost all of the chapters start with an historical analysis of global issues and problems.

5. The points detailed above under A 1 express the scientific method.

6. Ethical issues, such as human rights, nuclear war, environmental issues, etc. are discussed and analyzed at great lengths.

### B.

This course introduces students to the major international issues that exist today and provides different perspectives in the analysis of international politics.

### D.

1. Students are encouraged to read supplemental books found in the library.

### PART III:

A. Strategies that will assure basic equivalency are:

1. all instructors use similar textbooks;
2. periodic meetings among instructors will be held to discuss course content and syllabi, in order to enhance the comparability of sections.

B. The textbooks used in this course address a number of issues advanced by different ethnic and racial groups around the world. For example, Chapter 18 addresses the position taken by Third World countries and advanced industrial countries with regard to some of the major global problems, such as population, food, and pollution. Chapter 14 discusses the positive and negative impact of foreign investment, foreign trade, and foreign aid on different parts of the world.

Both Taking Sides and Annual Editions discuss various topics from different viewpoints, for example: (1) Is the United States becoming too friendly with China? (2) Should strict sanctions be applied against South Africa? (3) Should Israel agree to the creation of a Palestinian state? (4) Is the Third World responsible for its own lack of economic development? (5) Should lesser developed countries pay their international debt?

In addition, the significant contributions of women to world politics is discussed (Aquino/Phillipines, Thatcher/Great Britain, Bhutto/Pakistan, Mandela/South Africa) as are issues that are intertwined with the status of women in different countries (e.g. population growth).

C. Students are required to read either a fiction or non-fiction work, commonly a work on the Third World by a Third World writer: e.g. Things Fall Apart or Man of the People (both by Chinua Achebe and primarily on Africa), or The Autobiography of M. Ghandi.

D. Beginning political science majors are encouraged to quickly acquire quantitative skills in research methods. However, P.S. 101 World Politics is designed to introduce the discipline to the student by analyzing the relevance of studying world politics and how world politics indeed affects our lives. For example issues such as international trade, monetary exchange, and defense spending are viewed with emphasis on their impact on individual citizens.

In addition, the nature and determinants of major phenomena in international politics, such as the historical evolution of the world's political system, the international economy, arms control and disarmament, and the formulation and implementation of foreign policies are discussed.

- E. 1. Ethical issues are unavoidable in this course, such as environmental issues, nuclear issues, human rights, population growth, and 'lifeboat' ethics.
2. Questions of international politics are presented from a variety of perspectives, analyzed, and various possible solutions discussed.
3. Discussions and even formal debates are a regular part of this course, short essay questions common, and often a written critique of an article is required.
4. Creativity and critical analysis of global problems are encouraged.
5. This course provides the base of knowledge essential for understanding world politics. Supplemental readings listed in the syllabus provide additional information of interest.
6. The discussion of relevant current issues is an essential part of this course and stimulates interest.

## CHECK LIST -- SOCIAL SCIENCES

---

### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Social Science criteria which the course must meet:

- Explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior.
- Acquaint students with the various approaches, perspectives, and methodologies used to examine the intellectual questions and problems of the discipline(s).
- Include, where appropriate, discussion of other cultures and subcultures, including minorities, and the roles of women.

### Additional Social Science criteria which the course should meet:

- Illustrate how a discipline shares common theories and methods with other disciplines in the social sciences.
- Promote an understanding of individuals, groups, and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).

## **CHECK LIST -- NON-WESTERN CULTURES**

---

### **Knowledge Area Criteria which the course must meet:**

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### **Non-Western Culture Criteria which the course must meet:**

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

### **Additional Non-Western Culture Criteria which the course should meet:**

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.

**(OVER)**



**These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.**

- Although a course may deal with a single culture, . . .
- . . . comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- A variety of perspectives or methodologies--anthrological, geographical, histroical, sociological, and so forth--may be employed, so long as the course emphasizes the cultural phenomena, issues, and values in contemporary society.
- Literature courses, etither in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand, and Australian cultures are encouraged.

SUPPLEMENTARY COMMENTS ON 'SOCIAL SCIENCES' AND 'NON-WESTERN CULTURES'  
CHECKLISTS:

PS 101 "World Politics" is not a course on American foreign policy or West European foreign policy, except insofar as those policies affect and have affected the rest of the world. The Department of Political Science has different courses on these topics: PS 281 "American Foreign Policy" and PS 280 "Comparative Government I: Western Political Systems".

PS 101 is primarily a course on various international issues, giving equal weight to positions on these issues from First, Second, and Third World perspectives. As evidence, in Taking Sides there are essays by various Third World authors such as Robert Mugabe (Zimbabwe), Yehoshafat Harkabi (Israel), Mikhail Gorbachev (Soviet Union), Michael Manley (Jamaica), Julio Silva Colmenares (Columbia), Achmet Ansary (Organization of the Islamic Conference), and C. R. Gharekan (India). In Annual Editions: World Politics of eight units, one is on the Soviet Union, one on socialist states, another on the Third World, one on international political economy, and one on international law and organizations. The non-Western aspects of this course are furthered by the common requirement of a work by a Third World author (in the sample syllabus, Chinua Achebe, but there are many fine works to choose from).

It is also quite common in this department and in other political science departments for this course to be taught by faculty members who were born in other countries. For example, of the four people currently teaching this course in our department, one is from Ethiopia, one is from Hungary, and a third is from Bangladesh.

Of course the United States and Europe are also part of the world and their particular perspectives are discussed as well.

The study and analysis of world politics today is invariably informed by 'world systems theory', broadly conceived. This theory argues that international issues must be explained by examining the topics from a truly global perspective. This theory is not Eurocentric in design: its chief formulators are Samir Amin (Egyptian), Andre Gunder Frank (Latin America), and Immanuel Wallerstein.

## COURSE SYLLABUS

### I. CATALOGUE DESCRIPTION

PS 101 World Politics

3 credits  
no prerequisites

Analysis of contemporary (post-1945) state system and forces shaping the world in which we live. Student is given a framework within which to analyze international politics.

### II. COURSE OBJECTIVES

1. Make the student aware of the major contemporary international issues.
2. Establish familiarity with some of the key concepts and terms useful to understanding topics in international affairs.
3. Present the multiple perspectives necessary for students to critically examine the nature and determinants of such things as the international system, the international economy, arms control and disarmament, power and limits of power, formulation and implementation of foreign policies of different countries, war and conflict, alliances, socio-economic and environmental problems, and international organizations and international law.
4. Student should be able to appreciate First, Second, and Third World perspectives on various issues in international politics.

### III. COURSE OUTLINE

A. Approaches to the Study of World Politics

B. Evolution of the World's Political System: Levels of Analysis

1. Systems-Level Analysis (three lectures)

2. Individual-Level Analysis (one lecture)

3. State-Level Analysis (two lectures)

C. Factors that Motivate Policy

1. Nationalism (three lectures)

2. Ideology and Morality (three lectures)

D. The Instruments of International Politics

1. Power (three lectures)

2. Force (three lectures)

3. Intervention (two lectures)

4. Diplomacy (two lectures)

5. Economics: the North (five lectures)

6. Economics: the South (four lectures)

E. Growing Cooperation in the World

1. International Organizations (two lectures)

2. International Law (one lecture)

3. Disarmament and Arms Control (three lectures)

4. Global Economic, Social, and Environmental Problems (three lectures)

IV. EVALUATION METHODS

The final grade of the course will be determined as follows:

1st Midterm = 30%

2nd Midterm = 30%

Final Exam = 30%

Class participation = 10%

V. REQUIRED READINGS

John T. Rourke, International Politics on the World Stage Second Edition, Guilford, CN: Dushkin Publishing Group, 1989.

John T. Rourke, editor, Taking Sides: Clashing Views on Controversial Issues in World Politics Second Edition, Guilford, CN: Dushkin Publishing Group, 1989.

Suzanne P. Ogden, editor, Annual Editions: World Politics, Guilford, CN: Dushkin Publishing Group, 1989.

Chinua Achebe, Things Fall Apart, Greenwich, CN: Fawcett Publications, 1959.

VI. BIBLIOGRAPHY

Axelrod, R. Structure of Decision.

Allison, G.R. Essence of Decision.

Bennett, Leroy. International Organizations.

Beres, Rene. "Nuclear Strategy and the World Order: The United States Imperative," Alternatives, Fall 1987.

Bergsten, Fred, and Lawrence B. Krause. World Politics and International Economics.

- Bertram, Christopher. "Rethinking Arms Control," Foreign Affairs, Winter 1980-1981.
- Bhatt, V. V. Development Perspective: Problems, Strategies, and Policies.
- Blake, David, and Robert S. Walters. The Politics of Global Economic Relations.
- Cantor, Robert D. Contemporary International Relations.
- Coleman, David, and Frederick Nixon. Economics of Change in Less-Developed Countries.
- Dahl, R. A. "The Interest Group Approach in the Analysis of Chinese Foreign Policy," in R. A. Dahl, ed., Advancing and Contending Approaches to the Study of Chinese Foreign Policy.
- Dallin, A. "Soviet Foreign Policy and Domestic Politics," in E. P. Hoffman, ed., The Conduct of Soviet Foreign Policy.
- DeRenzo, G. J. Personality, Power, and Politics.
- Dougherty, James E., and Robert Pfaltzgraff. Contending Theories of International Relations.
- Erb, Guy, and Valeriana Kallab. Beyond Dependency: The Developing World Speaks Out.
- Janis, I. Why Nations Act.
- Morgenthau, Hans J. Politics Among Nations.
- Papp, Daniel S. Contemporary International Relations.
- Stoessinger, John. Why Nations Go to War.
- Werner, Levi. Contemporary International Law.