

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

Course Details

Course Designator & Number: LNDN 3286

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Instructor: Daniel Wheatley

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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 Objectives

- To familiarize yourself 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.

Learning Outcomes

- a. To explore the diverging contentions that the model of globalization in a post-COVID world necessitates either greater convergence or greater national and local autonomy
- b. To critically evaluate the rule of law in urban environments and the capacity for law enforcement by consent where communities withdraw that consent
- c. To understand and evaluate the concept of a social contract between the governing class and the governed in the context of large scale civic movements with grievances

such as racial and gender equity, socio-economic inequality and ecological sustainability and the re-evaluation of our understanding of concepts of diversity from these processes of change

- d. To evaluate whether the modern nation-state system represents a “Euro-centric” model for civic administration and does the nation state and current multi-lateral system have validity for wider human diversity and other regions of the planet

Developmental Outcomes

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

Methodology

This class will consist of lectures, seminar style class discussions, guest lectures and field activities. There will be additional tasks for asynchronous learning where you will access a range of remote content and activity that will be posted on the course webpages. This course places value on discussion and active student participation in debate or online discussions where you may post ideas rather than speak. Class presentations and guest speakers will be featured and attendance recorded. You may access asynchronous learning materials in your own time across the week, including online discussion spaces and posting of written and video material for viewing, as well as a variety of student exercises, class debates, and presentations. These will enable you to gain competence and confidence in using core human rights terminology and utilizing and applying core principles within the field of human rights. Tours and guest speakers actively engaged in some areas of academia, activism, and policy relevant to course themes will offer additional lenses on selected topics from the syllabus.

Field Components

Participation in field activities for this course is required. You will actively explore the global city in which you are studying using a variety of tools. 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.

You are also strongly encouraged to participate in **co-curricular** program activities, among which the following are suggested:

Site 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 WWII 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 the 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.

Required Readings/Materials

See course readings from the syllabus and aim to read an article or a book chapter from the suggested literature.

Note the literature for this course has been carefully selected to cover a wide range of ideological and political perspectives, including some with which the course instructor is in significant philosophical disagreement. You 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 at the heart of the learning values for this course.

Course Objectives

- 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 661233
- 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 (pp 20-41), <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>
- Guha S, Globalization and the State: Assessing the Decline of the Westphalian State in a Globalizing World, Inquiries Journal, 2017, vol 9, No3, <http://www.inquiriesjournal.com/articles/1550/globalization-and-the-state-assessing-the-decline-of-the-westphalian-state-in-a-globalizing-world>
- 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

- 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
- 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
- Perelman M, The Anarchy of Globalization: Local and Global, Intended and Unintended Consequences; World Review of Political Economy , Vol. 6, No. 3 (Fall 2015), Pluto Journals - <https://www.jstor.org/stable/10.13169/worldreviewpoliecon.6.3.0352>
- Picketty T, Capital in the 21st Century; Harvard University Press, 2017; ISBN 978-0674979857
- Picketty T, Capital and Wealth Taxation in the 21st Century, National Tax Journal Vol. 68, No. 2 (June, 2015), pp.449-458
- 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
- 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)
- Wheatley D, “Revolt on the Right? The Rise of Populism and Challenges to Globalization from “Globalization, Civilization and Their Discontents,” Occasional Publication number 7, edited Colon C, Gristwood A, & Woolf M, London, May 2018
- Zuboff S, The Age of Surveillance Capitalism, Profile Books, Main, USA, Sept 2018 ISBN: 978-1781256855

Grading

Mid-Term & Final Exams

A mid-term written essay will constitute the second assignment before the mid-term. A second written essay will be due for end of term, and end of term presentations will constitute the final evaluation in place of an exam.

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade	Learning Outcomes	Due Date
Engaged participation/small group discussion	10%	A, B, C, D	All units
Blog post <ul style="list-style-type: none"> 1 x 500- to 800-word blog post with up to 5 images and/or up to 2 minutes of video footage 	15%	A, B	Unit 4
Mid-term expository essay of 2,000 words to demonstrate learning from the first half of semester	20%	A, B, C	Unit 7
Literature review: a 1,200-word piece to critically evaluate one of the secondary sources from the reading list	15%	B, C, D	Unit 11
Final academic essay of 2,000 words to objectively evaluate on the other major themes of the course	20%	A, B, C, D	Unit 13
End-of-term presentation <ul style="list-style-type: none"> Short questions (5%) Essay (15%) 	20%	All	Unit 14
Overall grade	100%		

Assessment Details

Blog post: (15% of grade)

You will research and write blog posts to explore the themes of the first three units 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. You 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 five images and pictures will add value to this assignment. Any student who has technical confidence to do so may also record a maximum of two 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% of grade)

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, you may select a topic from a range of set questions and you will then research and write a 2,000-word composition in which you may take a political or philosophical position, provided you have marshalled academic resources to give substance to your argument. This essay will require a bibliography of a minimum of six sources and footnotes to show evidence of your research.

Literature Review (15% of grade)

You will select one article, essay, or book from the wider reading list for this course and write a 1,200-word critical review of the content. In contrast to the expository essay, where you 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 that you, and indeed faculty, may find they are in personal disagreement with.

This assignment should footnote accurately from the selected piece of literature but may have a smaller bibliography than the essays.

Final Academic Essay (20% of grade)

The second and final academic essay requires you to shift from an expository or critical analysis to writing to the standards of academic objectivity and impartiality.

You will pick one topic from a range of set questions to evaluate your learning for the entirety of the course. You will research and write a 2000-word academic essay, including footnotes and a bibliography that should contain a minimum of eight sources.

End of Term Presentation (30% of grade)

After the mid-term, you will select a topic for your own research and prepare a presentation of 8 to 12 minutes to deliver in the final class of this course.

You may pick and innovate your own topic for presentation in consultation with the instructor, and you will have a degree of latitude to address a subject of your choice, within the four 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 conditions for human prosperity”

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

¹Owl Purdue Online Writing Lab:

https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/expository_essays.html#:~:text=The%20expository%20essay%20is%20a.%20clear%20and%20concise%20manner.

Course Content

Unit 1

Introduction to the Course

- **In-class activity:** The first session will orient you to the themes and pedagogy for this class, as well as engaging you in your current understandings of and responses to the impact of the political and health crises of 2020 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 West.
- Is the Enlightenment a “Eurocentric tradition”? What does it owe to Islamic scholars Ibn Rushd and Ibn Sina (Averroes and Avicenna)?
- **Readings:** TBC

Unit 2

Origins of the Political State & the Anarchical Society: Perspectives From European & 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?
- **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; (pp 13-20, pp 123-162)
- Mensah P T; The Mfecane and Its Effects (excerpt here: <https://www.grin.com/document/317679>)
- Guha S, Globalization and the State: Assessing the Decline of the Westphalian State in a Globalizing World, <http://www.inquiriesjournal.com/articles/1550/globalization-and-the-state-assessing-the-decline-of-the-westphalian-state-in-a-globalizing-world>
- Chan S, The End of Certainty: Towards A New Internationalism (pp 306-316)
- Blog post assignment set

Unit 3

Site Visit: Black Cultural Archive & Windrush Square

- **In-class activity:** Class will make a tour of the Brixton neighborhood 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:**
 - Akala; chapter 5 "Empire and Slavery in the British Memory" from Natives; Race and Class in the Ruins of Empire; pp 123-149
- Expository essay set

Unit 4

The "King's Peace," the Creation of Policing & 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.
- **Readings:**
 - Pollock F, The King's Peace in the Middle Ages, pp 177–189 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, https://www.mitpressjournals.org/doi/pdf/10.1162/JINH_a_00422 pp 353–376
- Audio-Visual: Can Cities Function Without The Police? Stephen Pinker; <https://www.youtube.com/watch?v=lwkyfm0rguk>; Akala chapter 7 “Police, Peers, and Teenage Years” from Natives; Race and Class in the Ruins of Empire; pp 169–206
- Blog post **due**

Unit 5

Surveillance, Digital Control, & 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.
- **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-tech-nology-racist/>
 - Pickerill J, Cyberprotest: Environmental Activism Online, pp 15–35 & 142–166, <https://www.jstor.org/stable/j.ctt155j99d>

Unit 6

Guest Lecture: Radical London: A History—Dr. Morgan Daniels

- **In-class activity:** A guest expert will offer a presentation on 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.
- **Readings:**
 - Perelman M, The Anarchy of Globalization: Local and Global, Intended and Unintended Consequences; World Review of Political Economy, Vol. 6, No. 3 (Fall 2015), Pluto Journals pp. 352–374
 - Picketty T, Capital and Wealth Taxation in the 21st Century, National Tax Journal Vol. 68, No. 2 (June, 2015), pp. 449-458
 - <http://piketty.pse.ens.fr/files/Piketty2015NTJ.pdf>

Unit 7

The Rise of Populism & 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.
- **Readings:**
 - Fukuyama F, The End of History, <https://www.jstor.org/stable/24027184>
 - Huntington S, The Clash of Civilizations
 - Roussinos A; The Irresistible Rise of the Civilization State, <https://unherd.com/2020/08/the-irresistible-rise-of-the-civilisation-state/>
 - Wheatley D, “Revolt on the Right? The Rise of Populism and Challenges to Globalization, pp 60–70
- Expository essay **due**, literature review set

Unit 8

Midterm

Unit 9

Prosperity, Youth, Sustainability, & the Market: Has Capitalism Failed Generation Z & 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.

- **Readings:**
 - Pickerill J, Cyberprotest: Environmental Activism Online pp 167–181
 - Jones O., The Establishment and How They Got Away With It pp 202–240
- End of term essay set

Unit 10

Site Visit to the Institute for Economic Affairs: The Case for Free Markets & Small Government

- **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 world wide 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.
- **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>
- End of term presentation set

Unit 11

Angels or Demons: Trends in Peace & Violence Nationally & 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.
- **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>
- Literature review **due**

Unit 12

Guest Lecture: Policing & Institutional Racism—Jacqueline Springer

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

Unit 13

Bubbles & Elephants: Economic Trends on Equality in the West & 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.
- **Readings:**
 - Milanovic B, *Global Inequality*, pp 10–45
 - Rosling H, O & A, *Factfulness*, pp 1–17 & 19–37

Unit 14

End-of-Semester Presentations

- **In-class activity:** In the final class you will deliver your 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:** TBC
- End of term essay due, end of term presentation delivered in class

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

CAPA has a mandatory attendance policy. Student attendance at all classes is required and expected. Attendance is taken at the beginning of every class. 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.

Excused Absences

Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, you must contact excused.absence@capa.org ahead of time with the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, they should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation

You need to be committed to full participation in a live community of learners, albeit online in the case of any Globally Networked Learning components, and ensure you attend class and participate fully.

You are expected to participate in all sessions and to participate actively and critically in class discussions: the participation portion of the class will be graded accordingly. You must read assigned reading BEFORE the class and arrive at the session on time.

Participation is a vital part of your grade: you are expected to participate orally in class sessions and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow you with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

Statement of Technology

- What technology is required in the course (computer, operating system, software, webcams, internet connectivity, etc.)?
 - The use of the following applications or platforms may be required for this course: Canvas, Google Maps, Google Hangouts, Google Slides, Screencast-O-Matic, and Zoom is required in this course.
 - It is recommended for you to use a desktop or laptop computer less than six years old with at least 1GB of RAM, and to use the most recent version of Chrome or Firefox with JavaScript enabled. Internet connections should be at least 512kbps.
 - Email AcademicAffairs@capa.org regarding any concerns you have about your ability to secure reliable internet access or about any other academic technology needs.
- Any use of technology must be compliant with FERPA.

Academic Accommodations

Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact Academic Affairs at their earliest convenience at academicaffairs@capa.org. Students requesting Accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the

student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

Sexual Misconduct, Required Reporting, & 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 you to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect you with appropriate resources. Because you may not understand the implications of Title IX abroad, CAPA will work to advise you 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.

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.

Behavior During Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, accessing online resources of any kind 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.

Examinations

These may take place in timed format, with all students required to undertake the exam together in a limited time, or in an open “take home” format, where a prompt will be provided in advance by faculty and you will be given a certain number of hours to complete their work. Exam questions will be made available in CANVAS at a certain time and will be removed at the end of the scheduled time. You will write your answers directly in CANVAS or as an MS Word.doc, as required by the instructor. Where an MS Word document is required, these must be uploaded by the student via Turnitin in CANVAS by the end of the scheduled time.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).