GTD 503 Technology and the International Political System

3 credits

Spring Semester Session A: January 11 – March 1, 2016

Gary M. Grossman, PhD
Associate Director and Associate Professor
School for the Future of Innovation in Society
Global Technology and Development Program
Arizona State University
Interdisciplinary B, 3rd Floor, Tempe Campus
480-727-9533
Gary.Grossman@asu.edu

ASU Hybrid Course

Description and Objectives:

This ASU Hybrid graduate course is designed for students in the M.S. in Global Technology and Development degree program, but it is also open to other graduate students with an interest in the topic. The course focuses on the political aspects of development, and considers the complex relationships between globalization, international politics, technology and global development. The emphasis in GTD 503 is on political development, both at the level of the nation-state and the level of the international system, and on understanding the global political context for socioeconomic development and development policies. We will study the historical background and political economy of the international system, as well as theoretical frameworks for examining national political development, and the impacts of a changing international order. This will be followed by a review of non-state actors, such as international organizations, international non-governmental organizations, multinational corporations, and terrorist organizations, as we seek to understand shifts and trends in global politics, and examine how development takes place within this context. A key aspect we will study is the role of technology in the dynamics of the global system, and how one might understand political change and think about the future. In these endeavors we will utilize a wide range of academic literature from the fields of development, international relations, economics, political science, and policy.
The objectives of the course are to:

- Review the historical background of current global political development, arrangements and relationships.
- Identify the theoretical approaches that seek to explain the behavior of nation-states in the international and global arena.
- Evaluate the impact of political institutions on socio-economic development.
- Formulate your own perspective on the current nature of international politics and the international order, and implications for development within various societies.
- Identify current streams of research literature in areas relevant to technology, innovation, development and global change, particularly as these factors relate to national and international transformation.

Required course texts:

Sandra Halperin, *Re-Envisioning Global Development*, Routledge, 2013 (also required in GTD 501); available as a free e-book through ASU libraries and linked to course site – though with some limited viewing (paperback can also be purchased online)


**NOTE:** With the exception of the Williams book, these e-books, and all other readings on the syllabus, including chapters from additional e-books, are posted on the online course site. Sometimes e-books have a limit to the number of users; if the book is occupied you will need to wait until it is available, so don’t wait till the last minute to do your readings.

**Requirements and Assessment:**

This graduate seminar is organized into seven and a half weeks. This means that the reading, analysis, discussion and writing will be intensive and wide-ranging. We have a lot to cover and time goes very quickly. You are, therefore, required to be well prepared each week by carefully reading and analyzing the required readings, watching any assigned films, completing paper assignments, and participating actively in all class discussions. It is also expected that you will keep up with world news and events, as these can and will be utilized in class activities.

Two essay type papers are required. **You will select one of these papers for peer review later in the course,** and this will count as an additional (third) paper. The paper submitted may be revised based on instructor feedback or not, as you prefer. These papers are to include critiques of the assigned readings and must also include at least three additional and related pieces of academic literature from outside of the course to incorporate into the paper. The peer review will give each of you the opportunity to assess the work of fellow graduate students, and receive their feedback as well. During the last week the selected papers will be discussed. The objective of this exercise is to increase your ability to evaluate and edit your own work, as well as that of others.

The topics for the essay papers are as follows. In each case, bring the class readings into your discussions, critiquing the various approaches, plus any additional reading you have done. Each is worth 100 points and is due by midnight of the date listed.
Paper #1: What is the role and function of political institutions in development? Do they play a primary or secondary role? Explain. How do nation-states mediate the processes of development?

Paper #2: Is the international political system changing? How might changing centers of power affect global disparities and development? What roles do technology and international political institutions play, if any, in these outcomes?

Paper #3: Revision of Paper #1 or Paper #2. This paper will be shared with all members of the class. Procedures will be provided during the last part of February.

The criteria for grading the class discussion board participation include the following:

- Posting insightful comments that reflect an understanding of the course material and prompt on-topic discussion.
- Writing comments that reflect complete thoughts and ideas that are clearly articulated.
- Clarifying, synthesizing, or asking insightful questions to another student’s comments.
- Including references as appropriate.
- If disagreeing with other students’ ideas, the participant states his/her disagreement or objections clearly, yet respectfully.

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<th>GTD 503 Point System</th>
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<tr>
<td>Paper 1</td>
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<td>Paper 2</td>
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<tr>
<td>Paper 3</td>
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<tr>
<td>Class Participation</td>
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| Total                | 450 |

*100 points online discussions/50 points in class participation (introductions, peer review)

The Grading Rubric for written (papers and posts) work is based on the following criteria:

Analysis – You show understanding and can specify main points and concepts in the literature.
Critique – You can identify gaps in the literature and holes in the research and argumentation.
Synthesis – You integrate and clarify the various views presented by the authors, articulating your own view.
Communication – You are able to clearly present ideas, showing proper use of language and grammar, with papers written neatly and organized logically, and you are prepared to discuss orally.
Grading Rubric:

- A (93-97%). Discusses the literature, shows clear understanding of theories and concepts, ideas thoughtfully reflected upon, own distinctive view visibly constructed (A+ is exceptional and very rare!)
- A – (90-92%). Discusses literature, shows understanding of theories and concepts presented, ideas reflected upon, own view visibly constructed
- B+ (88-89%). Discusses some of the literature, shows understanding of theories and concepts presented, reflects upon ideas
- B (83-87%). Mentions some of the literature, shows some understanding of theories and concepts, some reflection upon ideas
- B-/C+ (78-81%). Inadequate engagement of literature, shows little understanding of theories and concepts, lacks useful reflection of ideas
- C/D (60-70%). Little or no engagement of literature or ideas
- E (0%). No paper

FINAL GRADES:

To determine your final grade, divide your final point total by the total points available in the class (450). The chart below is the ultimate arbiter of final grades and will be strictly interpreted. The Instructor will exercise discretion only where point values fall between grade categories.

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>98-100%</td>
<td>441-450 points</td>
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<tr>
<td>A</td>
<td>93-97%</td>
<td>419-437 points</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
<td>405-414 points</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
<td>396-401 points</td>
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<tr>
<td>B</td>
<td>83-87%</td>
<td>374-392 points</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
<td>360-369 points</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
<td>351-356 points</td>
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<tr>
<td>C</td>
<td>70-77%</td>
<td>315-347 points</td>
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<tr>
<td>D</td>
<td>60-69%</td>
<td>270-311 points</td>
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<tr>
<td>E</td>
<td>59% or less</td>
<td>236 points or fewer</td>
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Late Submission of Written Work: It is expected that graduate students are capable of organizing themselves to meet class requirements. As well, much of our work involves class participation, making late submission a significant problem for others. Unless cleared by the Instructor in advance or emergency conditions make timely submission impossible, students submitting written work late will usually cause assignment points to be reduced by 10% for the first hour, 20% for hours 2-12, 50% for hours 13-24, and 100% after 24 hours.
Weekly Topics and Readings (films are included as well, per the course site):

Week 1: January 11-17: Historical Perspectives: The International Political System

Objectives:
Trace the origins of the current international system
Differentiate types of political organization (from empire to nation-state for example)
Consider the political economy of global development

- *Sovereignty*, Stanford Encyclopedia of Philosophy, Parts 1, 2, and 3
- Peace of Westphalia Treaty

Class Meeting 1/12

Discussion Board Assignment 1 (1/17, 11:59 PM): What are the implications/consequences of the Westphalian system in the 21st century? Is it even relevant anymore? Replies due 1/19, 11:59 PM.

Week 2: January 18-24: Political Institutions and Development

Objectives:
Identify role and function of political institutions in socioeconomic development
Assess key political development theories and define political development
Evaluate the impact of the theoretical tradition and history on the politics and perspectives of development


Class Meeting 1/19

Discussion Board Assignment 2 (1/24, 11:59 PM): What are the most important effects of the information technology revolution on the nation-state? Replies due 1/26, 11:59 PM.
Week 3: January 25-31: Technology and the International Political System

Objectives:
Identify and evaluate the main theories of international relations
Assess approaches to factoring in the variable of technology

- Brown, C. (2001), Chapters 1-3
- Blair & Curtis (2009), Chapter 6

Class Meeting 1/27

Paper 1 Due: 1/31, 11:59 PM

Week 4: February 1-7: International Development and Global Politics

Objectives:
Define and apply the concept of international order
Examine the effects of change in the international order on development
Recognize international institutions, their global political origins, and their impact

- International Monetary Fund website: *History of the IMF*  
  https://www.imf.org/external/about/history.htm

Class Meeting 2/2; Special Presentation-TBA

Week 5: February 8-14: Global governance and regimes, integration and development

Objectives:
Explore the theoretical and policy approaches of integration, international regimes, and global governance
Appraise the role of technology, transnational organizations and movements in international development

- Blair and Curtis, Chapter 11, *European integration*

**Class Meeting 2/9**

**Discussion Board Assignment #3 (2/14, 11:59 PM):** Is ‘saving’ the EU more or less possible in terms of the global technological context? Is it even a good idea? **Replies due 2/16, 11:59 PM**

**Paper #2 Due-2/14, 11:59 PM**

**Week 6: February 15-21: Technology, Security and Insecurity**

*Objectives:*
- Define security as an element of development
- Evaluate how technologies can enhance and decrease security
- Securitization and political aspects of security and perceptions of technology


**Discussion Board Assignment 4 (2/21, 11:59 PM):** How have non-state actors challenged the international system? What are the long-term consequences you see as a consequence of this challenge? **Replies Due 2/24, 11:59 PM**

**Peer Review Process-Comments Due 2/21**

**Class Meeting 2/16**

**Week 7: February 22-March 1: Globalization, Technology and International Change**

*Objectives:*
- Review theories of international politics in light of new technological and political developments
- Predict future possibilities for the international political system and international development

• Weber, *Politics of indigenous development*, Chapter by Strakosch, Pages 49-68


**Discussion Board Assignment #5 (3/4):** What has been the most important thing you have learned in GTD 503? What are you going to do about or with it? **Replies due March 6.**

**Paper #3 Due 3/1, 11:59 PM (Last Day of Spring A Session)**

**Final Class Meeting 2/23**

**ASU Policies:**

**Student Academic Integrity:**

Students are required to adhere to the policy on student conduct identified in the ASU Student Academic Integrity Policy and the Arizona Board of Regents Policy Manual. Academic integrity and honesty is expected of all students at Arizona State University, and is so stated in the ASU Student Code of Conduct (available at [http://www.asu.edu/studentaffairs/studentlife/judicial/](http://www.asu.edu/studentaffairs/studentlife/judicial)). Plagiarism or cheating can result in the grade of "XE". The XE grade denotes failure through academic dishonesty. Students are responsible for understanding these policies and following proper academic research and citation protocol.

**Incomplete Policies:**

According to University grading polices ([https://students.asu.edu/grades](https://students.asu.edu/grades)), a grade of "I" (incomplete) may be given by an instructor when a student is otherwise doing acceptable work but is unable to complete the course because of illness or other conditions beyond their control. In this course acceptable work assumes that at least 75% of the written coursework has been completed. Incompletes must be completed with a calendar year; after that the “I” changes to an “E”. The student must complete Request for Incomplete Form, and deadlines must be set with the instructor for the completion of the work.

**Disability Accommodations for Students:**

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

**Sexual Violence and Harassment:** Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you
know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students