INSTITUTE OF INTERNATIONAL RELATIONS
THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE CAMPUS
REPUBLIC OF TRINIDAD AND TOBAGO

MSc IN GLOBAL STUDIES

COURSE OUTLINE
INRL 6003
SMALL STATES IN THE GLOBAL SYSTEM

Dr. Jacqueline Laguardia Martinez

Semester I
ACADEMIC YEAR 2020/2021
Small States in the Global System

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Office hours: Monday 1.00 pm – 3.00 pm

Course Description
Small States in the Global System (INRL 6003) analyses the main political and socioeconomic dynamics of the ‘small states’ in relation with its performance in the international system. Small states have been observed to be different from their larger neighbors in economic structure and domestic policy-making frameworks. At the same time, small states are exposed to unalike menaces and face dissimilar challenges. Such differences incite the study of the behavior and role of small states. The course deals with questions such as: What is a small state? How small states behave differently from larger ones? How influential are smaller states in the international system? How do small states face transnational challenges as irregular migration or communicable diseases?

The course offers an introduction to the literature on small-state studies. Taking into account the growing recognition of the specific challenges small states face nowadays, the course examines the distinctive strategies small states follow in order to cope with global phenomena without abandoning the pursuit of social and economic development. The course emphasizes on the opportunities and constraints facing small states, i.e. how they are affected by and have responded to the processes of regional integration and climate change, as well as to an increasingly globalized world and other domestic and international dares.

The course covers a perfect interdisciplinary topic, touching on history, political economy and international relations.

The methodology includes a combination of core issues from International Relations (IR) and International Political Economy (IPE), which will introduce students to the key events and emerging trends that contribute to build an informed understanding of the nature of relations of small states with the rest of the world.
The course is divided into six main topics. The first theme of the course [What is ‘Small’] presents an overview of the literature on small states and the different approaches proposed for their study. The following topics [Small States in the International System, Climate Change and SIDS, Development Strategies, Regionalism and Integration, and Small States in a Globalized World] explores major worldwide relevant issues and their impacts on small states as well as their responses and adaptation strategies.

Course Rationale

The main purpose of the course is to provide students with an update overview of contemporary issues and challenges that small states face as actors of the international system. The students will gain a comprehensive view of the small states key characteristics and diversity and will identify key issues that determine small states behavior. Emphasis is stressed on Small Island Developing States (SIDS).

Regardless of whether students intend to go into public service, the private sector or pursue an academic career, they can develop meaningful skills by taking this course. Students need to know how to read for content, how to synthesize and integrate literatures, how to write summaries with both a critical and analytical eye, how to collaborate with others, how to express opinions and lead discussions, and how to give formal presentations. A secondary goal of this course is to develop skills in all these areas.

Course Aims

The primary aim of the course is to encourage the students to think critically about small states’ definitions and the Caribbean territories condition as small states; gain an understanding of the current challenges small states face in an increasingly globalized international system; foster analytical skills to evaluate small states’ responses to specific vulnerabilities and hazards and deepen their knowledge of the development strategies small states implement according their particular nature, possibilities and needs.
UWI Graduate Outcomes

1. A critical and creative thinker;
2. An effective communicator with good interpersonal skills;
3. IT-skilled and information literate;
4. Globally aware and well-grounded in his/her regional identity;
5. Socially, culturally and environmentally responsible and guided by strong ethical values

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Contrast different definitions of small states and the rationale behind them;
2. justify small states’ performance according International Relations’ theories;
3. evaluate small states’ opportunities and challenges when doing Foreign Policy;
4. analyze Small Island Developing States (SIDS) environmental vulnerabilities;
5. formulate development strategies implemented by small states;
6. revise small states’ regional organizations and institutions;
7. debate small states’ key challenges in the current period of globalization; and
8. critique on the SDGs in the context of small states’ developing strategies

Assessments

Formative and summative assessment strategies will be used in this course. As part of the summative assessment there are oral presentations and discussions based on articles reviews, two individual essays and quizzes. Formative assessment will be conducted using mix of clicker questions and in class discussions.

The activities are intended to encourage students’ self-reflection through all the course. Students will received feedback every time an assessment activity is conducted.
<table>
<thead>
<tr>
<th>Assessments</th>
<th>Weighting (%)</th>
<th>Assessment Description</th>
<th>Assessment Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article reviews</td>
<td><strong>30</strong> (5 per article)</td>
<td>Students will be assigned six (6) main readings to review individually during the course, to be presented and discussed with the rest of the class. Accompanying each presentation must be one Powerpoint file to be emailed to myself by 4.00 pm the day before the presentation. The Powerpoint file will be shared with the rest of the students. Students are required to comment and ask questions about the article.</td>
<td>@15 minutes</td>
</tr>
<tr>
<td>Coursework essays</td>
<td><strong>50</strong> (25 per essay)</td>
<td>Students will be required to write two essays. First essay could be based on topics 1, 2 and 3 while the second essay could be based on topics 4, 5 and 6. Essays will be submitted via MyElearning and by email. The deadline for the submission of the first coursework essay is <strong>Friday October 16, 2020.</strong> The deadline for the submission of second coursework essay is <strong>Friday December 4, 2020.</strong></td>
<td>4,000 words (± 5%)</td>
</tr>
<tr>
<td>Online quizzes, discussions and participation in class</td>
<td><strong>20</strong> (10 for quizzes)</td>
<td>Students must attend a minimum of 90% of class (ZOOM sessions) and actively participate in discussions, article revisions and online activities.</td>
<td>All the Semester</td>
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</table>

### Teaching strategies

The course is designed as a 100% online course. The course is structured as follows:

- Pre-recorded lectures (asynchronous online teaching).
- Formal classes delivered by ZOOM (synchronous online teaching).
- Online activities (asynchronous and synchronous online learning).

On Mondays, students will be provided with a general overview of each topic via the pre-recorded lecture (available via MyElearning and Google Drive). On Wednesdays, online sessions will be conducted via ZOOM starting with a set of clicker questions/quizzes to assess students’ understanding of the pre-recorded lecture.

Students are required to prepare oral presentations based on their individual review of selected and present on Wednesday’s online sessions for collective review and discussion.

The main online platforms to employ in the course are ZOOM, Google Drive and MyElearning.
Content

**Topic 1. What is ‘Small’?**
1. Defining Small States
2. Small States in International Relations Theory

**Topic 2. Small States in the International System**
1. Small States Foreign Policy
2. Norm entrepreneurs: the European case

**Topic 3. Climate Change and SIDS**
1. Vulnerability and resilience
2. Climate change impacts on Small States

**Topic 4. Development Strategies for Small States**
1. The MIRAB Model and the Singapore ‘Paradox’
2. Caribbean SIDS Development Strategies

**Topic 5. Regionalism and Integration**
1. Small States in regional integration schemes: the Latin American case
2. Small States in regional integration schemes: the Caribbean case

**Topic 6. Small States in a Globalized World**
1. Small States and the SDGs
2. Cultural Identity and Creative Economy
3. Transnational challenges: migration, security, communicable diseases

**Resources**
There is no required book for this course. Most resources will be available as virtual documents and media, including articles at the library database of IIR and UWI.
**Topic 1. What is ‘Small’?**


2. Baldacchino, Godfrey. ‘Mainstreaming the study of small states and territories’, *Small States & Territories*, Vol. 1, No. 1, 2018, pp. 3-16


**Topic 2. Small States in the International System**


**Topic 3. Climate Change and SIDS**

1. Beardsworth, R. ‘Climate science, the politics of climate change and futures of IR’, International Relations, 2020 (0), pp. 1– 17.


**Topic 4. Development Strategies for Small States**


**Topic 5. Regionalism and Integration**


3. Lewis, V. A. What Purposes for CARICOM Integration Today?, paper read as the Third Sir Arthur Lewis Lecture in the University of the West Indies, St Augustine’s 2008 Nobel Laureate Celebrations, on 15th April 2008.


**Topic 6. Small States in a Globalized World**


**Additional information**

Students are expected to attend at all classes and engage in active participation in class discussions and oral presentations and submit the two coursework assignments. Students will be required and encouraged to develop a significant level of familiarity with politics, foreign policy, economics and recent history as well as key issues affecting small states. This will be achieved largely by reading the core and specific texts according to subject areas and keeping apprised of political and economic developments and other issues in alternative news media and publications. These readings can provide the topics for coursework assignments and class presentations.

**Plagiarism** is a serious offence and any form of academic dishonesty will result in action being taken against the student in keeping with the University’s regulations.

In relation with the **accommodations for students with disabilities**, students should refer to the University of the West Indies St Augustine Campus, Student Disability policy [https://sta.uwi.edu/resources/policies/Student_Disability.pdf](https://sta.uwi.edu/resources/policies/Student_Disability.pdf)

**Policy on extensions and missed deadlines**

Requests for extensions will be only considered in cases of genuine emergency. To ensure the smooth progression of the course, the maximum extension allowed will be one week for essays. In case a coursework essay is submitted late without and agreed extension, students will receive a maximum mark of 50%. There are no allowed extension for quizzes.
Grading system

1. Oral presentations

The criteria will be used to grade the oral presentation of article reviews. Keep in mind that the score requirement described under each point outlines the minimum performance that must be demonstrated in order to achieve that score. The maximum grade received for each presentation will top 5 points.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE LEVELS</th>
<th>Total (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization &amp; delivery</strong></td>
<td><strong>Excellent</strong>:&lt;br&gt;Analysis clear, comprehensive and detailed; informed evaluation; animated and lively presentation; adequate visual and other aids.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Very Good</strong>:&lt;br&gt;Analysis generally comprehensive and detailed; commentary strong; evaluation informed; strong presentation; used visuals, but not always appropriately and adequately</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Good</strong>:&lt;br&gt;Examination of key elements/structures undertaken – contains generalizations and some gaps; limited and/or poor use of visual aids</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Satisfactory</strong>:&lt;br&gt;Some examination of key elements/structures; evaluation reasoned and evidenced reflection underdeveloped; no visual aids/or visual aids improperly used</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Summarizes the context and content of the selected article/topic</strong></td>
<td><strong>Excellent</strong>:&lt;br&gt;Provides a very thorough and clear and concise summary of the article/topic context and content.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Very Good</strong>:&lt;br&gt;Provides a clear and concise summary of the article/topic context and content.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Good</strong>:&lt;br&gt;Provides a clear but shallow summary of the article/topic; may be excessively brief or may include some extraneous information.</td>
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<tr>
<td></td>
<td><strong>Satisfactory</strong>:&lt;br&gt;Provides a somewhat muddled, unclear and rambling summary of the article/topic.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Identifies and describes personal/collective reaction to the article/topic</strong></td>
<td><strong>Excellent</strong>:&lt;br&gt;Thoroughly describes your personal reaction to the article/topic; includes discussion of the relevant issues within the article/topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Very Good</strong>:&lt;br&gt;Describes your personal reaction to the article/topic; includes a simplistic discussion of the relevant issues within the article/topic.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Good</strong>:&lt;br&gt;Describes your personal reaction to the article/topic; includes no discussion of the relevant issues within the article/topic.</td>
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<tr>
<td></td>
<td><strong>Satisfactory</strong>:&lt;br&gt;Attempts to describe your personal reaction to the article/topic, but lacks a logical flow and reaction is muddled; no discussion of any relevant issues in the article/topic.</td>
<td>1</td>
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</table>
Use of time

<table>
<thead>
<tr>
<th>Time Used</th>
<th>Description</th>
<th>Time Used</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Started promptly; completed presentation within the specified timeframe</td>
<td>Started promptly somewhat rushed at the end.</td>
<td>Hesitant start; somewhat rushed or too much time to spare</td>
<td>Delayed start; too rushed or too much time wasted</td>
</tr>
</tbody>
</table>

2. Coursework Essays

The criteria will be used to grade the coursework essays. Keep in mind that the score requirement described under each point outlines the minimum performance that must be demonstrated in order to achieve that score. The maximum grade received for each essay will top 25 points, for a total contribution of 50% of the final grade.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE LEVELS</th>
<th>Total CE (25)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction &amp; Interpretation</strong></td>
<td>Excellent</td>
<td>Very Good</td>
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<tr>
<td></td>
<td>Introduction shows a sound grasp of the assignment brief and provides a clear outline of the scope of the essay; key issues stated; provides a framework for answering the question.</td>
<td>Introduction shows a reasonably good grasp of the key issues; clear framework for answering the question.</td>
</tr>
<tr>
<td>Development/Quality of Argument</td>
<td>Develops logical argument and clearly marshals the relevant ideas and evidence and their strengths and weaknesses.</td>
<td>Ideas are logically and clearly developed.</td>
</tr>
<tr>
<td><strong>Use of Evidence/Sources</strong></td>
<td>Critical and wide ranging use of relevant literature backed up by good bibliography; evidence well evaluated; connections have been made between evidence and the framework of the question.</td>
<td>Critical and wide range use of relevant literature backed up by a good bibliography</td>
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<tr>
<td><strong>Understanding of Topic</strong></td>
<td>Well-argued exposition of the topic; all main issues have been explored and evaluated.</td>
<td>Reasonable grasp of the topic and most of the main issues have been explored; evidence of critical evaluation.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Correct and effective use of English; accurate referencing.</td>
<td>No problems with grammar; minor spelling errors; good use of English.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>The conclusion draws together the strands of the argument; it creates a coherent perspective on the question and indicates links to related deep issues; it is based on the argument and evidence presented.</td>
<td>A good clear concluding section that draws together the various important points made.</td>
</tr>
<tr>
<td>Course Calendar: INRL 6903, SMALL STATES IN THE GLOBAL SYSTEM</td>
<td>What to do prior the ZOOM session</td>
<td>Activities</td>
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<td>-------------------------------------------------------------</td>
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<tr>
<td>Week 1</td>
<td>September 7-11</td>
<td>Topic 1: What is 'Small'?</td>
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<td></td>
<td>September 21-25</td>
<td>Topic 2: Small States in the International System</td>
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<td></td>
<td>October 5-9</td>
<td>Online quiz (3)</td>
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<td></td>
<td>October 12-16</td>
<td>Online quiz (5)</td>
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<tr>
<td></td>
<td>October 19-23</td>
<td>Topic 2: Small States in the International System</td>
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</tbody>
</table>

- Students are required to read the two articles oriented for discussion and presentation in class.
- Assessments will be based on questions and answers. Dynamics.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Activities</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>October 26-30</td>
<td>Topic 4. Development Strategies for Small States</td>
<td>Pre-recorded lecture, Online quiz (6), Session by ZOOM</td>
<td>To view the pre-recorded lecture before the ZOOM session. To do the activities oriented during the pre-recorded lecture. Two students will present article reviews using PowerPoint as support tool. All students are required to read the two articles oriented for discussion and presentation in class. Assessments will be based on individual presentations and subsequent discussion based on questions and answers' dynamics.</td>
</tr>
<tr>
<td>9</td>
<td>November 2-6</td>
<td>Topic 4. Development Strategies for Small States</td>
<td>Pre-recorded lecture, Online quiz (7), Session by ZOOM</td>
<td>To view the pre-recorded lecture before the ZOOM session. To do the activities oriented during the pre-recorded lecture. Two students will present article reviews using PowerPoint as support tool. All students are required to read the two articles oriented for discussion and presentation in class. Assessments will be based on individual presentations and subsequent discussion based on questions and answers' dynamics.</td>
</tr>
<tr>
<td>10</td>
<td>November 9-13</td>
<td>Topic 5. Regionalism and Integration</td>
<td>Pre-recorded lecture, Online quiz (8), Session by ZOOM</td>
<td>To view the pre-recorded lecture before the ZOOM session. To do the activities oriented during the pre-recorded lecture. Two students will present article reviews using PowerPoint as support tool. All students are required to read the two articles oriented for discussion and presentation in class. Assessments will be based on individual presentations and subsequent discussion based on questions and answers' dynamics.</td>
</tr>
<tr>
<td>11</td>
<td>November 15-20</td>
<td>Topic 6. Small States in a Globalized World</td>
<td>Pre-recorded lecture, Online quiz (9), Session by ZOOM</td>
<td>To view the pre-recorded lecture before the ZOOM session. To do the activities oriented during the pre-recorded lecture. Two students will present article reviews using PowerPoint as support tool. All students are required to read the two articles oriented for discussion and presentation in class. Assessments will be based on individual presentations and subsequent discussion based on questions and answers' dynamics.</td>
</tr>
<tr>
<td>12</td>
<td>November 23-27</td>
<td>Topic 6. Small States in a Globalized World</td>
<td>Pre-recorded lecture, Online quiz (10), Session by ZOOM</td>
<td>To view the pre-recorded lecture before the ZOOM session. To do the activities oriented during the pre-recorded lecture. Two students will present article reviews using PowerPoint as support tool. All students are required to read the two articles oriented for discussion and presentation in class. Assessments will be based on individual presentations and subsequent discussion based on questions and answers' dynamics.</td>
</tr>
<tr>
<td>13</td>
<td>November 30-December 4</td>
<td>Coursework Essay 2</td>
<td>Face-to-face session, Session by ZOOM</td>
<td>Questions and Answers Session regarding Coursework Essay 2 Monday 30, from 1 pm to 3 pm at the IIR (office hours) Wednesday 2, from 6 pm to 8 pm by ZOOM</td>
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</tbody>
</table>