

POL 2103F

Introduction to International Relations and Global Politics

Syllabus

Winter 2012

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Office hours: Monday, 2:30 – 3:30 pm and Thursday, 11:30 am – 12:30 pm

Lectures: Mon 8:30 – 10:00 am ARTS 026

Thurs 10:00 – 11:30 am ARTS 026

Assignments, syllabus & readings available on *Virtual Campus*

Official course description

Study of international relations and the dynamics within global order with an emphasis on key concepts, theories and analytic frameworks. Analysis of contemporary issues and their impact on globalization and inter-state relations.

General course objectives

What is the study of international relations and global politics about? Is it the study of the relations among states, individuals, organizations or corporations? Is it about politics, economics or culture? The possibility of peace or the inevitability of war? As we will discover in the course of the year, international relations can be understood as all of these things. It depends in large measure on how we look at the world around us.

In this course, we will tackle the question “what are international relations?” from three different perspectives: historical, theoretical and empirical. In the first part of the semester, we will begin by asking how we got to where we are now by looking back at *history* and examining the great upheavals of the twentieth century: the First and Second World Wars and the Cold War, as well as at more hopeful transformations, including the post-war decolonization and efforts to build a global economic and political order through the Bretton Woods system and the United Nations.

Interspersed with classes on these key moments in international history, we will examine some of the different ways of understanding international relations. As a discipline, IR has its own major *theoretical approaches* that seek to explain and understand global relations in different ways: we will look at liberal, realist, Marxist, constructivist, postmodernist and feminist approaches.

With a better sense of how we got to where we are now, and of the different ways of interpreting

past and present problems, we will then spend the final weeks of class examining several *current issues* including the impact of globalization, the sources of the recent financial crisis and the changing nature of global security. By the end of the year, you should have developed not only an understanding of some of the key contemporary questions in IR today, but also a critical awareness of the different ways of answering them.

Specific course objectives

This course is designed to provide you with an introduction to the study of international relations and world politics. You probably already know something about international relations: you may already follow international affairs in the media or have an interest in certain key international issues. This course will provide you with the tools that you need to gain a richer understanding of international politics—to learn the historical context of contemporary issues, to recognize the different perspectives on international questions, and to develop an understanding of some of the major problems in the world today.

We can break these learning objectives down into four key goals.

- 1) By the end of the semester, you should know something of the history of international relations in order to understand the context of contemporary events.
- 2) You should also be able to identify and explain the major theoretical approaches to international relations and to outline their differences from one another.
- 3) You should also be able to apply these theoretical tools to make sense of the contemporary issues that we will study in class.
- 4) Finally, you should develop your critical thinking skills, so that you are able to recognize the assumptions behind what you read—whether in a textbook or a newspaper article—and to develop and support your own arguments about international politics.

Assessment methods

Participation (12%)

Your participation grade will be based on your contribution to the discussion during discussion groups. There will be three discussion groups during the term, which will *replace* the usual lectures for that day.

You must sign up for a DGD using the Virtual Campus within the first three weeks of class.

You must stay with that DGD for all three meetings. Each DGD will be worth 4% of your final grade.

DGD grades will be calculated as follows: your participation for each seminar will be graded out of 10: 0 for non-attendance; 6 for attendance; 7 for minimum participation; 7.5-10 for quality participation, based on its quality. A quality contribution is one that demonstrates knowledge of the course readings, engages critically with course themes and is respectful of the perspectives of others in the class.

If you miss one (1) of the DGDs this semester, you will have the option of submitting a one to two page analysis of the readings discussed in that DGD to make up for that absence. That analysis must be submitted by the following DGD (or in the final class for the last DGD). Any further DGD absences will reduce your participation grade.

Short essay (20%)

You will be required to prepare one short essay of 5-6 pp. in length. Two weeks before the essay is due, I will provide you with a question to answer. You will be expected to answer it by drawing on the readings from the previous weeks. You will be assessed based on your ability to articulate a clear argument and support it with reference to the readings. Short essays will be **due February 13 at the beginning of class**.

You must include with your essay a title page with all of the information included on **the title page template** (included at the end of this syllabus and on the Virtual Campus). If you do not, you will lose 2% of your grade.

Research workbook (8%)

At the end of this syllabus you will find a series of research tasks in the form of a research workbook. This workbook is also on the Virtual Campus site for the course, as a Word document. This is an exercise to help you become rigorous in the research that you carry out for your essay. A substantial amount of academic research is published in peer-reviewed journal articles. The research for your essay will entail finding and reading appropriate material in journal articles. The workbook is due at the same time as the research paper (March 15). Detailed guidelines on the workbook will be handed out in February.

Research paper (30%)

A research paper (10-12 pp.) is **due on March 15 at the beginning of class**. Guidelines for the paper will be handed out in mid-February. The research paper will provide you with a chance to develop your research and writing skills and to apply the concepts that you've learned to current events.

You must include a title page with all of the information included on **the title page template** (at the end of this syllabus and on the Virtual Campus) with the essay. If you do not, you will lose 2% of your grade.

Final exam (30%)

There will be a **two (2) hour** final exam during the exam period. The exam will emphasize your ability to engage critically with the course's theoretical and empirical readings and to think synthetically about the course themes. To do well in the exam, you must be able to make specific reference to the readings.

Course grades will be calculated as follows:

DGD attendance and participation in discussion: 12%

Short essay: 20%

Research workbook: 8%

Research paper: 30%

Final exam: 30%

Assessment policies

Late penalties: Late assignments will lose 3% per day (a weekend counts as two days). Assignments **will not be accepted** after 7 days at which point you will receive a zero for the

assignment, and an incomplete for the course (see below). Lateness due to illness must be justified with a doctor's note covering the relevant time. To be counted as on time, assignments must be handed **at the beginning of class** on the due date. Papers handed in after that time but before 4:30 pm on the same day will lose 1.5%. Late papers can either be handed in to the professor at a later class or at the department office (DMS 9101) during office hours, where they will be date-stamped and forwarded to the professor. When the office is closed you can also use the drop box in the door of DMS 9103, but assignments will be date-stamped for the next day. **Assignments CANNOT be submitted electronically.**

In case of illness: University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate. The Faculty reserves the right to accept or reject the reason put forth if it is not medical. Reasons such as travel, work and errors made while reading the exam schedule are not usually accepted.

Incomplete assignments: All of the assignments are required. As per Faculty of Social Sciences policy, if you do not complete all of them, you will receive an "Incomplete" for the course, which translates into a failing grade.

Quality of writing: You will also be judged on your writing abilities: your ability to write grammatically and to communicate and organize your ideas effectively. It is recommended that you take the appropriate measures to avoid mistakes.

Academic fraud: Plagiarism and other forms of academic fraud are taken very seriously at the University of Ottawa. **You are responsible for providing clear and accurate references for all of your written work. Direct quotes must be clearly indicated as such. Paraphrased passages must be written in your own words and clearly cited.** You will find a statement about academic fraud and its consequences at the end of this syllabus. Please take the time to read it in order understand your responsibility to ensure the academic integrity of your work.

Required Texts

The required texts are available at Benjamin Books 122 Osgoode (near King Edward). The *Very Short Introduction* text should come "bundled" for no extra charge with the main textbook.

The course reader is available at Ryttec Printing (404 Dalhousie Street near Rideau Street).

Readings with "CR" before them are in the course reader. Those with "VC" before them are available electronically through the Virtual Campus website for the course. The rest are in one of the two required texts.

****We are using the newest edition** of the Baylis, Smith and Owens text. If you have an earlier edition, you will find that many chapters have been revised – please check to make sure you're not missing anything. Several chapters (on constructivism, terrorism, post-structuralism and post-colonialism) are not included in earlier editions, while some chapters (e.g. Trade and Finance) have been significantly altered.

The Baylis, Smith and Owens text is also available on reserve.

John Baylis, Steve Smith, and Patricia Owens, eds. *The Globalization of World Politics: An Introduction to International Relations*. **5th ed.** Oxford: Oxford University Press, 2011.

Manfred B. Steger, *Globalization: A Very Short Introduction*, Oxford University Press, 2009. [This book comes bundled with the textbook if you buy it at Benjamin Books]

POL 2103F Course Reader: Winter 2012

Other sources

You may find the following sources useful for the research paper and for additional information about world politics:

Journals/magazines

Review of International Political Economy
International Organization
Review of International Studies
International Political Sociology
Security Dialogue
World Politics
New Political Economy
European Journal of International Relations
Global Society
International Studies Quarterly
Economy and Society
Alternatives
Études Internationales
Global Governance
Brown Journal of World Affairs
Millennium
Foreign Affairs
The Economist

Websites

Le Monde Diplomatique: <http://www.monde-diplomatique.fr/> or <http://mondediplo.com/>
United Nations: <http://www.un.org/>
World Trade Organization: <http://www.wto.org>
International Monetary Fund: <http://www.imf.org>
World Bank: <http://www.worldbank.org>
Foreign Affairs Department: <http://www.dfait-maeci.gc.ca/>
The Brookings Institute: <http://www.brook.edu>
Bretton Woods Project: www.brettonwoodsproject.org/

Class schedule

Introduction

January 9: Course overview (no readings assigned)

History & theory in international politics

January 12: World Wars I & II

CR Susan Carruthers, "International History: 1900-1945," John Baylis and Steve Smith, eds. *The Globalisation of World Politics: An Introduction to International Relations*. 2nd ed. Oxford: Oxford University Press, 2001, pp 51-73. [NOTE: this chapter is NOT in the textbook, but in the Course Reader]

Optional reading

Len Scott, "International History: 1900-1990," *The Globalization of World Politics*, pp. 50-65.

January 16: Liberalism

Tim Dunne, "Liberalism," *The Globalization of World Politics*, pp. 100-113.

January 19: Realism

CR Hans Morgenthau, *Politics among Nations: The Struggle for Power and Peace*. Brief ed. Boston: McGraw-Hill, 1993, pp. 3-16.

Tim Dunne and Brian C. Schmidt, "Realism," *The Globalization of World Politics*, pp. 84-99.

January 23: Decolonization and Development

CR Duara, Prasenjit. "Introduction: the Decolonization of Asia and Africa in the Twentieth Century," *Decolonization: Perspectives from Now and Then*. Florence, KY: Routledge, 2003, pp. 1-18.

January 26: Marxism

Stephen Hobden and Richard Wyn Jones, "Marxist Theories of International Relations," *The Globalization of World Politics*, pp. 130-147.

CR Robert Cox, "Gramsci, Hegemony and International Relations: An Essay in Method." *International Relations: Critical Concepts in Political Science*. Vol. III. 1207-1222.

January 30: The Bretton Woods System and the United Nations

CR Eric Helleiner, *States and the Reemergence of Global Finance: From Bretton Woods to the 1990s*. Ithaca, NY: Cornell University Press, 1994, pp. 25-50.

Optional reading:

Paul Taylor and Devon Curtis, "The United Nations," *The Globalization of World Politics*, pp. 310-325.

*February 2: **no class – discussion groups this week**

Discussion Group: Debating the Rise of China

VC Zbigniew Brzezinski and John Mearsheimer, “Clash of the Titans,” *Foreign Policy*, Jan/Feb (2005), pp. 46-50.

VC G. John Ikenberry. “The Rise of China and the Future of the West. Can the Liberal System Survive?” *Foreign Affairs* Jan/Feb (2008), pp. 23-37.

VC Christopher Chase-Dunn. “*Adam Smith in Beijing: A World-Systems Perspective*,” *Historical Materialism*. 18 (2010), pp. 39-51.

February 6: The Cold War

CR Stanley Hoffmann, “Revisionism Revisited.” *Reflections on the Cold War: A Quarter Century of American Foreign Policy*. Eds. Lynn H. Miller and Ronald W. Pruessen. Philadelphia: Temple University Press, 1974. 3-26.

February 9: Constructivism

Michael Barnett, “Social Constructivism,” *The Globalization of World Politics*, pp. 148-165.

VC Alexander Wendt, “Constructing International Politics.” *International Security*. Summer (1995), pp. 71-81.

February 13: 9/11 and After – Empire and Exception

**** Papers due at the beginning of class ****

VC Paul Kennedy, Richard Perle and Joseph Nye, “The Reluctant Empire: In a Time of Great Consequence,” *Brown Journal of World Affairs*. Vol X, No. 1, Summer/Fall (2003), pp. 11-31.

CR Elaine Scarry, “Introduction,” *Rule of Law, Misrule of Men*. Cambridge: Boston Review-MIT Press, 2010, pp. xi-xxii.

February 16: Post-structuralism

Lene Hansen, “Poststructuralism,” *The Globalization of World Politics*, pp. 166-179.

VC James Der Derian, “War as Game.” *Brown Journal of World Affairs* 10.1 (2003): 37-48.

CR Bulmiller, Elisabeth. “We Have Met the Enemy and He Is PowerPoint,” *The New York Times*. April 26 (2010).

February 20 & 23: Reading week

February 27: Post-colonialism

Christine Sylvester, “Post-colonialism.” *The Globalization of World Politics*, pp. 182-195.

March 1: The Feminist Critique

J. Ann Tickner, “Gender in World Politics,” *The Globalization of World Politics*, pp. 262-277.

Optional reading:

VC Jan Jindy Pettman. "Feminist International Relations after 9/11." *Brown Journal of World Affairs* 10.2 (2004): 85-96.

Globalization and the world economy

March 5: Globalization: Good, Bad or Mostly a Myth?

Manfred Steger, *Globalization: A Very Short Introduction*, Oxford University Press, 2009: pp. 1-37.

Optional reading:

Andrew Linklater, "Globalization and the Transformation of Political Community," *The Globalization of World Politics*, pp. 540-556.

March 8: **no class – discussion groups this week**

Discussion Group: Cultural Globalization and its Discontents

CR Benjamin Barber, "Introduction." *Jihad Vs. McWorld*. New York: Ballantine Books, 2001. 3-20.

Manfred Steger, *Globalization: A Very Short Introduction*, Oxford University Press, 2009: pp. 38-83.

March 12: The Global Political Economy

Ngairé Woods, "International Political Economy in an Age of Globalization," *The Globalization of World Politics*, pp. 246-261.

Matthew Watson, "Global Trade and Finance," *The Globalization of World Politics*, pp. 444-457.

March 15: Poverty and International Development

**** Papers due at the beginning of class****

Caroline Thomas and Tony Evans, "Poverty, Development and Hunger," *The Globalization of World Politics*, pp. 458-475.

March 19: Understanding the Subprime Financial Crisis

VC Wallison, Peter J. "Cause and Effect: Government Policies and the Financial Crisis" *Critical Review*. 21.2: pp. 365-376.

VC Stiglitz, Joseph. "The Anatomy of a Murder: Who Killed America's Economy," *Critical Review*. 21.2/3 (2009): pp. 329-339.

Conflict

March 22: Nuclear Proliferation

John Baylis, "International and Global Security," *The Globalization of World Politics*, pp. 230-45.

Darryl Howlett, "Nuclear Proliferation," *The Globalization of World Politics*, pp. 382-395.

March 26: New approaches to security

Acharya, Amitav. "Human Security," *The Globalization of World Politics*, pp. 478-493.

March 29: The Politics of Terrorism

James D. Kiras, "Terrorism and Globalization," *The Globalization of World Politics*, pp. 364-381.

CR Cindy Combs. "An Idea Whose Time Has Come." *Global Politics in a Changing World*. 60-62.

CR Jean Baudrillard, "L'esprit du terrorisme." *Harper's* 2002: 13-18.

April 2: **no lecture – discussion groups this week**

Discussion Group: Terrorism, Security and Civil Rights

CR Yoo, John and Eric Posner. "The Patriot Act under Fire," *AEI Online*. American Enterprise Institute, December 1, 2003.

CR Scarry, Elaine. "Acts of Resistance," *Rule of Law, Misrule of Men*. MIT Press, 2010, pp. 1-53.

CR Maher Arar. "Now, Let Me Tell You Who I Am." *Ottawa Citizen* 5 November 2003.

April 5: Review class

We'll discuss the exam and review the main themes in the class. Bring your questions!

Essay title page template

This template is available on the Virtual Campus. You can either fill it in, retype it yourself, making sure that all of the information noted here is included. It must be included with each of your essays, or you will lose 2%.

Essay title:

Name:

DGD:

The essay question answered:

Research question:

Thesis/argument:

Citation system used (e.g. Chicago, MLA, etc. – see Virtual Campus for examples):

Research workbook template

The research workbook is a way of making you search for appropriate scholarly articles, decide what sort of material you need, judge the relevance of texts, refine searches, reflect on how different terms, and combinations of terms, get different results, and justify your choices.

Journals are now searchable electronically in a series of databases. The Scholars Portal is a useful way to search in several databases simultaneously. If you start from the library website's main page, select "Search: journal articles: quick search" and then "Academic search complete" from the options below. You will also find a wide range of other electronic databases on the library website.

I will distribute detailed guidelines for both the research paper and workbook in February. The template is also available on the Virtual Campus.

Template

Note: you can expand the space for each section, but you must fill in each section.

Essay title:

1. Identify the terms that you plan to search for in the Scholars Portal. (You may use other databases in addition if you wish.) Note: these could be conceptual terms, key authors, or relevant empirical examples. It is particularly helpful to search for these in various combinations with each other. You should also identify synonyms for these terms, and search for them as well.
2. Explain your choice of terms.
3. Identify the databases in which you will search for the material. Explain the choice of databases.
4. Having carried out a series of searches, explain how you will refine your searches.
5. Give the numbers of results for each search string in each database.
6. Identify 15-20 articles that appear promising from the titles. Make sure that at least 10 are peer reviewed (rather than newspaper or magazine articles). List the 15-20 articles with full bibliographic information, indicating with a * which are peer reviewed. Read their abstracts.
7. Choose 6 articles from this list, including at least 4 peer reviewed ones.¹ Explain the choice of each article, in relation to the essay title and the way you plan to answer it. If one or more of these articles proves less useful than you originally thought, identify further articles and explain your choice.

1 A peer-reviewed article passes through a rigorous, generally blind, review process before being accepted for publication. Newspaper and magazine articles are not peer reviewed. Most, but not all academic journals are peer reviewed. If you are using the Scholar's Portal, you can refine your search by selecting "Source Types" and choosing academic journals and then peer reviewed articles.

Resources for you

Mentoring Centre - <http://www.sciencessociales.uottawa.ca/mentor/fra/>

The goal of the Mentoring Centre is to help students with their academic and social well being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

A student may choose to visit the mentoring centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

Career Services - <http://www.sass.uottawa.ca/careers/>

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

Counselling Service- <http://www.sass.uottawa.ca/personal/>

There are many reasons to take advantage of the Counselling Service. We offer:

- [Personal counselling](#)
- [Career counselling](#)
- [Study skills counselling](#)

Access Service - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

Student Resources Centres - <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of students needs.

Beware of Academic Fraud!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site at the following address:

http://www.socialsciences.uottawa.ca/eng/writing_tools.asp « *Tools for Writing Papers and Assignments* ».

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of « F » for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

Last session, most of the students found guilty of fraud were given an « F » for the course and had between three and twelve credits added to their program requirement.

For more information, refer to:

http://www.uottawa.ca/academic/info/newsletter/fraud_e.html