



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 381 L02
INTRODUCTION TO INTERNATIONAL RELATIONS
FALL 2020**

INSTRUCTOR: Chris W. J. Roberts

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OFFICE HOURS (via ZOOM): Tuesdays 1200-1400 & Wednesdays 1230-1330 or by appointment (an appointment can also be a scheduled phone call)

COURSE DAY/TIME: Monday, Wednesday, Friday 1100-1150 – synchronous sessions via ZOOM. These will also be recorded and posted on D2L after class.

DELIVERY METHOD: Web-Based

COURSE PRE-REQUISITES: None

TEACHING ASSISTANT: Cami Adams (Email: camielle.adams@ucalgary.ca)

COURSE DESCRIPTION:

The term “international relations” reflects a general observation that states interact with other states, but since the early part of the 20th Century, International Relations (IR) has emerged as a discipline that attempts to understand and explain state behaviour, the causes of war, and, ultimately, the whole range of global politics and economic exchange that occurs beyond the confines of state borders. States themselves are products of and not just actors in international relations, and they are also not the only actors in the study of IR.

This course will provide an intensive introduction to the vocabulary, concepts, theories, assumptions, and methods applied in the study of IR. Tensions between theoretical frameworks (e.g., neorealism versus liberal interdependence, or Western versus non-Western approaches) and methodological assumptions (e.g., appropriate levels of analysis; rationalist versus reflectivist) will be illustrated throughout our historical and contemporary examination of the substantive and process aspects of IR, including the state and other actors; international society, international system, and globalization; foreign policy; security and war; global political economy; international law and organization; and ethical dilemmas centred around the tension between state sovereignty and human rights.

Considerations of some of the central challenges of the 2020s – including climate change, autonomous weapons, trade friction, development and inequality, mass human displacement, terrorism, and the effects of Covid19 – will provide opportunities for the application of different analytical frameworks to real-world events.

COURSE OBJECTIVES & LEARNING OUTCOMES:

By the end of the course, students will ...

- be able to employ the basic vocabulary, concepts, and theories in the study of IR.
- understand the variation, roles, origins, capabilities, and interactions of various actors in IR.
- understand, in at least a preliminary way, different methodological approaches available in the study of IR, including their strengths and weaknesses.
- understand the historical foundations which shape the contemporary world order as well as the historical evolution of IR as a discipline, including key thinkers, ideas, and influences.
- develop competencies to assess current international trends, events, and challenges from a variety of perspectives.
- improve their verbal and written analytical skills relevant to IR, political science, and the social sciences generally.
- be prepared to advance into more specialized courses in international politics, including international law and organizations, global political economy, strategic studies and the law of armed conflict, human rights, nuclear non-proliferation, terrorism, etc.

REQUIRED TEXTBOOK:

Robert Jackson, Geog Sorensen, and Jorgen Moller, *Introduction to International Relations: theories and approaches* (7th ed.) (New York: Oxford University Press, 2019). The textbook is available in hard or digital versions from the UCalgary Bookstore. Additional required readings are listed below and will be available via D2L or other online sources including UCalgary Library.

REQUIRED TECHNOLOGY:

You will require a computer device with a stable internet connection to complete this course, with regular usage of D2L and ZOOM. As per the Fall 2020 university requirements, it is expected that students have both a video camera and microphone for class participation (e.g., asking questions, participating in discussions in class, etc.) and for ZOOM office hours, but you can also use the ZOOM chat function to participate in class. You will also need to ensure you have reliable access to TopHat via your smart phone and/or computer, an online app used for asynchronous homework questions as well as in-class, real-time surveys. The TopHat registration process (including course code) and usage will be explained in the first week of class.

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
TopHat Quizzes & Surveys	20%	Regularly throughout the course, mostly as homework between classes related to readings, and sometimes as surveys during class. Note: once TopHat questions are closed, they cannot be reopened.
Paper 1: Approx six double spaced pages plus cover page and reference list.	25%	Application of two specific IR theories (from a range of choices) to a contemporary international event, crisis,

Contributions to Case Study/Thematic Discussions on D2L	5%	decision, or development. Due: Sunday, Oct. 18th, 11:59pm (D2L Dropbox) During the term, contribute to online D2L Discussions related to paper topics and current events. This can include adding sources or debating the merits or relevance of different theories/assumptions to specific cases.
Paper 2: Approx. six double spaced pages plus cover page and reference list.	25%	Application of two specific IR theories (from a range of choices) to a contemporary international event, crisis, decision, or development. Due: Saturday, November 21st, 11:59pm (Uploaded to D2L Dropbox)
Take Home Final Exam	25%	This will be distributed on Monday, Dec. 7 th and due on D2L Dropbox on Sunday, Dec. 13th at noon.
Total	100%	

If a student misses a required course component, please get in touch with the instructor as soon as possible.

TOPHAT QUIZZES & SURVEYS (20%)

TopHat is an online response application available for free for all University of Calgary students. Using a lap-top, tablet, or smart phone, students answer questions in real-time in class or as homework outside of class. Some questions generate participation points only (e.g., surveys), while most questions also generate points for correct answers. Questions will almost always be available between classes as homework, related to recently completed or upcoming assigned reading/topics. If by the end of the term your TopHat average is 95% or greater, you will receive 20/20 weighted points. This takes into account technical glitches and the occasional missed question.

TWO SHORT PAPERS (25% + 25% =50%)

Each student will write two short, formal papers (of approx. six double-spaced pages each, with a seven page hard cap excluding title page and reference list) during the term. Each paper will have specific parameters about topic and theory selection discussed in class and posted on D2L. Each paper will apply 2 IR/IPE theories/frameworks to a contemporary international event, crisis, decision, or development. They will be uploaded to D2L Dropbox by the specified deadlines.

D2L DISCUSSION: Contributions to Case Study/Thematic Discussions (5%)

During the term, students will have a chance to contribute to online D2L Discussions related to paper topics and current events. This can include adding relevant sources or debating the merits or relevance of different theories/assumptions to specific cases.

TAKE HOME FINAL (25%)

The exam will be available from Monday, December 7th, and due on D2L Dropbox on Sunday, Dec. 13th at noon. The final exam will comprise one essay (with choice), short

answer questions (each requiring one comprehensive paragraph), and may contain matching and other exercise-type questions.

Note: To be eligible to pass the course, students need to submit both short papers and the final exam.

Writing Statement:

This is a heavy reading and writing course. Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

GRADE SCALE:

The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

LATE PENALTIES:

Late penalties of five percent (5%) will be applied to your short papers for each 24 hours past the respective deadline, including weekends. The final exam will be penalized at the rate of 10% per every hour late.

COURSE SCHEDULE, TOPICS, & READING LIST: The schedule is tentative and may change as the need arises.

COURSE SCHEDULE (Subject to change) “Chapter” refers to Jackson et al. (2019) textbook		
DATE	TOPICS & THEMES	REQUIRED READINGS BEFORE CLASS
Week 1 Sept 8-11 <i>First class:</i> <i>Wednesday,</i> <i>Sept 9th</i>	Course Introduction Syllabus & Assignments D2L & TopHat usage Class background survey IR: states, sovereignty, & systems	Chapter 1 D2L: Peace of Westphalia (1648) General Act of the Berlin Conference on West Africa (1885)
Week 2 Sept 14-18	IR as an academic subject: history, theory & method overview <i>Is IR a social scientific or a humanities discipline?</i>	Chapter 2 D2L: Wilson’s Fourteen Points (1918) Montevideo Convention (1933) UN Charter (1945) UN Declaration on the Granting of Independence to

<p>Week 3 Sept 21-25</p> <p>Week 4 Sept 28 - Oct 2</p>	<p>Anarchy, Power, & Security: Realism</p> <p>Anarchy, Cooperation, & Progress: Liberalism</p> <p><i>Realism & Liberalism compared</i></p>	<p>Colonial Countries and Peoples (UNGA Res 15/14) (1960) UN Declaration on the Rights of Indigenous Peoples (UNGA Res 61/295) (2007) Various authors (2020), “Why is Mainstream International Relations Blind to Racism?”, <i>Foreign Policy</i> online (3 July 2020)</p> <p>Chapter 3 D2L: Melian Dialogue (Thucydides) Stephan Walt (2020), “Countries should mind their own business,” <i>Foreign Policy</i> online (17 July 2020).</p> <p>Chapters 4 & 6 (pp. 178-186) D2L: Carolina Kenny (2015), “Hugo Grotius: The Law of War and Peace,” <i>Classics of Strategy and Diplomacy</i> [online]. Robert Jervis (1978), “Cooperation under the Security Dilemma,” <i>World Politics</i> (30, 2): 167-214.</p>
<p>Week 5 Oct 5-9</p>	<p>Anarchy, Order, & Justice: International Society (or English School)</p> <p><i>Realism, Liberalism, & International Society compared</i></p>	<p>Chapter 5 D2L: Noele Crossley (2018), “Is R2P still controversial? Continuity and change in the debate on ‘humanitarian intervention’,” <i>Cambridge Review of International Affairs</i> (31:5): 415-436.</p>
<p>Week 6 Oct 13-16</p> <p>No Class on Monday, Oct 12 Thanksgiving</p>	<p>“Anarchy is what states make of it”: Constructivism</p> <p><i>What is the balance between material and ideational factors for explaining behaviour and outcomes in global politics?</i></p>	<p>Chapter 8</p> <p>Paper 1: Due Sunday, Oct. 18th, 11:59pm (Uploaded to D2L Dropbox)</p>
<p>Week 7 Oct 19-23</p>	<p>Foreign Policy Analysis</p>	<p>Chapter 10 D2L: Valerie Hudson (2005), “Foreign Policy Analysis: Actor-Specific Theory and the Ground of International Relations,” <i>Foreign Policy</i> 1: 1-30.</p>
<p>Week 8 Oct 26-30</p>	<p>Marxist, critical, post-positivist, & post-colonial/non-Western approaches</p>	<p>Chapter 6 (pp. 187-194) Chapter 9 (pp. 263-274, 278-282) D2L: Alexander Dugin (nd), “A review of the basic theories of IR – Part 2 [post-positivist theories]” [online]. Kelebogile Zvobgo and Meredith Loken (2020), “Why Race Matters in International Relations,” <i>Foreign Policy</i> online (19 June 2020). Niigaan Sinclair (2017), “Indigenous nationhood</p>

		can save the world. Here's how," <i>The Globe & Mail</i> [online].
Week 9 Nov 2-6	IR reframed through a gendered lens	Chapter 9 (pp. 274-280) D2L: Valerie Hudson et al. (2009), "The Heart of the Matter: The Security of Women and the Security of States," <i>International Security</i> (33:3): 7-45. Melanie Richter-Montpetit (2018), "Everything You Always Wanted to Know about Sex (in IR) But were Afraid to Ask: The 'Queer Turn' in IR," <i>Millennium</i> (46:2): 220-240.
Week 10 Nov 9-13	Reading Break – No Classes	
Week 11 Nov 16-20	Security, warfare, and terrorism into the 2020s Paper 2: Saturday, November 21st, 11:59pm (Uploaded to D2L Dropbox)	Michael Mann (2018), "Have wars and violence declined?" <i>Theory and Society</i> (41:1): 37-60. Michael C. Horowitz (2019), "When speed kills: Lethal autonomous weapon systems, deterrence and stability," <i>Journal of Strategic Studies</i> (42:6), 764-788.
Week 12 Nov 23-27	International Political Economy: contemporary debates & approaches	Chapter 6 (review) & Chapter 7 Leonard E. Read (1958), "I, Pencil," Foundation for Economic Education [online]. Keith Johnson and Robbie Gramer (2020), "The Great Decoupling," <i>Foreign Policy</i> online (14 May 2020).
Week 13 Nov 30 - Dec 4 Week 14 Dec 7-9	IPE and security issues in contemporary global politics: populism, pandemics, migration, climate, NSAGs, & ?? Course review	Chapter 11 & readings related to trends identified by students in D2L Discussions <i>Take Home Final Exam distributed Monday, Dec. 7th</i>
Take Home Final Exam		Due: D2L Dropbox, Sunday, Dec 13th, Noon

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet via Zoom outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually (via ZOOM or by phone).

Email is a common form of communication but it is not always the most effective way of answering student questions. **Always include the course name (Poli 381) in the subject header of your email. Emails without a course name in the subject header will not receive a reply.** It is imperative that students regularly check their UofC email accounts and D2L for course related information and announcements. If you have sent the instructor an email but have not received a reply within 24 hours, please resend.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism and Other Forms of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology

Please see the University's resource page at https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

Important Contact Information

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.