



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 381 Lecture 01
Introduction to International Relations
Summer 2021**

INSTRUCTOR: Dakoda Trithara

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OFFICE HOURS (via Zoom): Thursday 10:00 – 11:00 or by appointment

COURSE DAY/TIME (via Zoom): Monday & Wednesday 16:00 – 18:45

DELIVERY METHOD: Web-Based

COURSE PRE-REQUISITES: None

COURSE DESCRIPTION

It's a compelling time to study global politics. Issues including a worldwide pandemic, climate change, terrorism, regional conflict, mass migration, democratic decline, cyberthreats, and more present challenges for states and non-state actors. How do the entities that govern our lives meet these challenges? How do we, as individuals affected by these issues or as decision makers in our own communities, understand these matters?

This course will introduce students to the study of international politics. Students will be provided with conceptual tools to help them critically think about and evaluate what is happening around the world. While the course is not a survey of current world events nor a complete history of the international system, students will engage with such topics as they help students understand and explain what is happening globally today. The course will provide a thematic exploration of major theories and concepts in the study of international relations (IR).

The course will begin with an examination of why we study global politics and the history of IR as an academic discipline. Students will then be introduced to some of the major theoretical approaches to studying international relations including: Realism, Liberalism, Constructivism, International Society, theories of International Political Economy, Post-Colonialism, Feminist IR, and Foreign Policy Analysis. In the final sessions of the course, we will consider some of the central challenges of the 2020s including terrorism, disinformation campaigns, and regulating cyberspace.

COURSE OBJECTIVES & LEARNING OUTCOMES

The primary aims of the course are to demonstrate how theory influences our explanations; to provide students with the theoretical tools, concepts, and frameworks to think about global politics

and the social world we inhabit; for students to be able to identify key actors, events, and dilemmas in the international system; to familiarize students with some important issues in global politics; and to help students evaluate contemporary issues in world politics. In addition to developing competencies to assess international trends, events, and challenges from a variety of perspectives, students will improve their verbal and written analytical skills relevant to IR, political science, and the social sciences generally. After taking this course, students will be prepared to take higher-level courses in international relations and political science.

REQUIRED TEXTBOOK(S)

Robert Jackson, Geog Sørensen, and Jørgen Møller, *Introduction to International Relations: theories and approaches* (7th ed.) (New York: Oxford University Press, 2019). Additional required resources are listed below and will be available via D2L or other online sources including UCalgary Library.

REQUIRED TECHNOLOGY

In order to successfully engage in the learning experience of this online course, students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam/Camera (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Stable internet connection.

For more information, see the University’s Technology Requirements for Students Taking Online, Remote and Blended Courses here: <https://elearn.ucalgary.ca/technology-requirements-for-students/>

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Participation and TopHat	15%	Regularly throughout the course
News Article Presentation	5%	Individually Assigned Date
Research Paper Outline	10%	Monday, July 19, 11:59pm (D2L Dropbox)
Research Paper	30%	Sunday, August 8, 11:59pm (D2L Dropbox)
Mid-Term	20%	Wednesday, July 21, D2L.
Final Exam	20%	Registrar-scheduled exam: Aug 13-17
Total	100%	

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

CLASS PARTICIPATION INCLUDING TOPHAT (15%)

TopHat is an online response application available for free for all University of Calgary students. Using a lap-top, tablet, or smartphone, 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 asked during class and be related to recently completed or upcoming assigned reading/topics.

Students are expected to participate in in-class discussion. A combination of Zoom breakout rooms and collaborative Microsoft Word documents will be used to help facilitate discussion among groups. Students have access to Zoom and Microsoft Word (via Office356) through their University of Calgary accounts.

NEWS ARTICLE PRESENTATION (5%)

During the term each student will give a brief presentation covering a news article that discusses a current international crisis, event, decision, or development. Students will be assigned a date to give their presentation. The presentation must cover the who, what, where, and when of the article, plus relate the news to a concept covered in class.

RESEARCH OUTLINE (10%) AND PAPER (30%)

Each student will write one formal research paper that is due by Sunday, August 8, 11:59pm. The paper shall not exceed six double-spaced pages, excluding the title page and reference list. Students will select a research question from a list of questions provided by the instructor. To answer the question, students will provide relevant background information on the topic, and then apply two of the IR theories discussed in class to explain the international crisis, event, decision, or development. Students must use APA or Chicago Footnotes to cite sources. Specific paper parameters will be discussed in class and posted on D2L.

By Monday, July 19, 11:59PM each student will hand in an outline of their in-progress research paper. An outline template will be provided to students by the instructor and posted on D2L. The outline must include the selected research question, the two theories to be used in the final research paper, a breakdown of at least one of the two theories, some preliminary background information on the topic, and at least two primary sources and two secondary peer-reviewed sources.

Both the research outline and final paper must be submitted to Dropbox on the course D2L page in a .docx (Word) or PDF format.

MID-TERM EXAMINATION (20%)

The midterm exam is scheduled for Wednesday, July 21. Students will take an online, time-delimited, open note and book mid-term exam. The exam may include multiple-choice, true/false, matching exercises, and/or short answer questions. Students must complete the test by themselves and are subject to the academic integrity terms discussed below under Plagiarism and Other Forms of Academic Misconduct.

The test will be administered online through D2L. It will be available on the course page from 11:59pm on July 20 until 11:59pm on July 21. Students can complete the test at any time during

this 24-hour period. The test should take 60 minutes to complete. Students will be given 90 minutes to complete the test to allow for any technological issues that may occur. Once you start the exam, it must be completed within the allotted time.

FINAL EXAMINATION (20%)

The final exam will take place during the registrar scheduled time slot (exam period is from Friday, Aug 13 – Tuesday Aug 17). The format will be similar to the mid-term. Students will take an online, time-delimited, open note and book cumulative final. The exam may include multiple-choice, true/false, matching exercises, and/or short answer questions. Students must complete the test by themselves and are subject to the academic integrity terms discussed below under Plagiarism and Other Forms of Academic Misconduct.

The test will be administered online through D2L. It will be available on the course page for a 24-hour period. Students can complete the test at any time during this 24-hour period. The test should take 90 minutes to complete. Students will be given 135 minutes to complete the test to allow for any technological issues that may occur. Once you start the exam, it must be completed within the allotted time.

WRITING STATEMENT

Written assignments are often required in Political Science courses, 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 by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

GRADING 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 AND EXTENSIONS

A late penalty of five percent (5%) will be applied to the research outline and paper for each 24 hours past their respective deadlines, including weekends and statutory holidays. If students need an extension, they must contact the instructor at least 48 hours in advance of the assignment deadline. Only in exceptional circumstances will extensions be granted when requested less than 48 hours in advance of the deadline.

INSTRUCTOR GUIDELINES

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

Please note that all course communications must occur through your @ucalgary email. I will respond to emails sent via student's @ucalgary emails within 48 hours (excluding weekends and statutory holidays).

Email is a common form of communication that is best for dealing with logistical and/or administrative issues. It is not always the most effective way of answering student questions, especially questions regarding course content, ideas, or concepts. If you cannot make office hours, please request a one-on-one meeting outside of these hours, to be held virtually. If students have concerns with their mark and want more information, students may reach out to the instructor to set up a meeting.

In this course we will be discussing current events that may affect some students more than others. Please keep all discussion, commentary, and inquiries civil.

COURSE SCHEDULE, TOPICS, AND READING LIST

COURSE SCHEDULE (Subject to change) “Chapter” refers to Jackson et al. (2019) textbook		
DATE	TOPIC/THEME	REQUIRE READINGS BEFORE CLASS
<u>Class 1</u> (M) June 28	Course Introduction Syllabus Overview D2L, TopHat & Zoom Class background survey	Chapter 1, “Why Study IR?” Bragg, M. (Host). (December 6, 2018). The Thirty Years War [Audio podcast episode]. In <i>In Our Time</i> . BBC Podcast. https://www.bbc.co.uk/sounds/play/m0001fv2 .
<u>Class 2</u> (W) June 30	IR as an academic subject: history, theory, and approaches.	Chapter 2, “IR as an Academic Subject” LSE. (October 20, 2014). International Relations: An Introduction [VIDEO]. YouTube. https://www.youtube.com/watch?v=NVCDnUZqLzU Helpful, but not required, extra reading: Walt, S. M. (1998). International Relations: One World, Many Theories. <i>Foreign Policy</i> , 110, 29–46. JSTOR. https://doi.org/10.2307/1149275
<u>Class 3</u> (M) July 5	Realism: Security, Power Politics, Conflict, and War	Chapter 3, “Realism” Soomo Publishing. (May 4, 2011). Theory in Action: Realism [VIDEO]. YouTube. https://www.youtube.com/watch?v=UnKEFSVAiNQ
<u>Class 4</u> (W)	Liberalism: Freedom,	Chapter 4, “Liberalism”

July 7	Cooperation, Peace, and Progress	Soomo Publishing. (May 11, 2011) Theory in Action: Liberalism [VIDEO]. YouTube. https://www.youtube.com/watch?v=tZbDMUaqwE8
Class 5 (M) July 12	Constructivism: Ideas, Norms, and Intersubjective Awareness	Chapter 8, “Social Constructivism” Soomo Publishing. (June 10, 2011). Theory in Action: Constructivism [VIDEO]. YouTube. https://www.youtube.com/watch?v=kYU9UfkV_XI Helpful, but not required, extra reading: Srivastava, S. (2020). Varieties of Social Construction. <i>International Studies Review</i> , 22(3), 325–346. https://doi.org/10.1093/isr/viz003
Class 6 (W) July 14	International Society (English School): Order, Justice, Rules, and Institutions	Chapter 5, “International Society” Global News. (March 3, 2020). Why the UN Security Council Matters [Video]. YouTube. Retrieved from: https://www.youtube.com/watch?v=L2qPYVfPGW0
Class 7 (M) July 19	International Political Economy: Welfare, Development, and Globalization	Chapter 6, “International Political Economy: Classical Theories” Chapter 7, “International Political Economy: Contemporary Debates” LSE. Aspects of International Relations: International Political Economy [VIDEO]. YouTube. https://www.youtube.com/watch?v=cJRQkwMyup8 RESEARCH PAPER OUTLINE DUE JULY 19, 11:59 PM. Submit via Dropbox on D2L.
Class 8 (W) July 21	Mid-Term (Online D2L)	No readings.
Class 9 (M) July 26	Post-Colonialism: Critical, Race, Self-Determination and Decolonization	Chapter 9, “Post-positivism in IR,” pp. 262-274. DuBois, W. E. B. (1925). Worlds of Color. <i>Foreign Affairs</i> , 3(3), 423–444. JSTOR. https://doi.org/10.2307/20028386 Helpful, but not required, multimedia resource: Center for International & Area Studies. (July 29, 2020). Worldmaking After Empire: The Rise and Fall of Self-Determination – A Dialogue with Adom Getachew [VIDEO]. YouTube. https://www.youtube.com/watch?v=W5NJw79xNJ0
Class 10	Feminist IR:	Chapter 9, “Post-positivism in IR,” pp. 274-282.

<p>(W) July 28</p>	<p>Critical, Empowerment, and Gender</p>	<p>Pearson, E. (2019). Extremism and toxic masculinity: The man question re-posed. <i>International Affairs</i>, 95(6), 1251–1270. https://doi.org/10.1093/ia/iiz177</p> <p>Helpful, but not required, multimedia resource: Tickner, A. (Lecturer). (June 22, 2016). ‘A Feminist Voyage Through International Relations’ [Audio podcast episode]. In <i>Politics and International Relations Podcasts</i>. University of Oxford. https://podcasts.apple.com/gb/podcast/a-feminist-voyage-through-international-relations/id381702823?i=1000410380426</p>
<p>(M) Aug 2</p>	<p>NO CLASS. University closed for Alberta Heritage Day.</p>	
<p><u>Class 11</u> (W) Aug 4</p>	<p>Foreign Policy Analysis: Multidimensional, Bureaucratic Structures, and Cognitive Processes</p>	<p>Chapter 10, “Foreign Policy”</p> <p>Mackinnon, A. (Host). (April 15, 2021). What was Saddam Hussein Thinking? [Audio podcast episode]. In <i>Foreign Policy Playlist</i>. Foreign Policy (FP). https://foreignpolicy.com/podcasts/foreign-policy-playlist/al-jazeera-hindsight-saddam-hussein/</p> <p>RESEARCH PAPER DUE BY SUNDAY, AUG 8, 11:59pm. Submit via Dropbox on D2L.</p>
<p><u>Class 12</u> (M) Aug 9</p>	<p>Key Issues in Contemporary IR: Terrorism, Political Violence, Non-State Actors, and Media Representation</p>	<p>Chapter 11, “Key Issues in Contemporary IR,” pp. 314-332.</p> <p>Friis, S. M. (2018). ‘Behead, burn, crucify, crush’: Theorizing the Islamic State’s public displays of violence. <i>European Journal of International Relations</i>, 24(2), 243–267. https://doi.org/10.1177/1354066117714416</p> <p>Helpful, but not required, multimedia resource: Poisson, J. (Host). (February 5, 2021). Proud Boys and the thorny definition of terrorism [Audio podcast episode]. In <i>Front Burner</i>. CBC News. https://www.cbc.ca/listen/cbc-podcasts/209-front-burner/episode/15823000-proud-boys-and-the-thorny-definition-of-terrorism</p>
<p><u>Class 13</u> (W) Aug 11</p>	<p>Key Issues in Contemporary IR: Disinformation, Democracy, and</p>	<p>Bennett, W. L., & Livingston, S. (2018). The Disinformation Order: Disruptive Communication and the Decline of Democratic Institutions. <i>European Journal of Communication</i>, 33(2), 122–139.</p>

	Authoritarianism Final Review	https://doi.org/10.1177/0267323118760317 Lindsay, J. (Host). (March 6, 2020). The Rise of Digital Dictators, with Andrea Kendall-Taylor [Audio podcast episode]. In <i>The President's Inbox</i> . Council on Foreign Relations. https://www.cfr.org/podcasts/rise-digital-dictators-andrea-kendall-taylor
FINAL EXAM	TBD. Exam period is scheduled for Friday, Aug 13 – Tuesday Aug 17.	

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). 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).

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>.

Reappraisals

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/archives/2020/i-2.html> for additional information.

With regard to reappraisal of academic assessments (final grades) [I think we should use the terminology in the calendar here], I suggest the following:

The University Calendar states that for reappraisal of academic assessments (final grades):

“In the reappraisal of a final grade, the only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/archives/2020/i-3.html>.

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/>.