**York University**

**Faculty of Liberal Arts and Professional Studies**

**Department of Politics**

**Politics 2940 6.0 (B)**

**Introduction to International Politics**

**Fall 2019/Winter 2020**

**Lectures: Wednesdays, 10:30am - 12:15pm**

**Course Director: Dr. Monika Thakur**

**Email: thakurm@yorku.ca**

**Office: Ross Building S662**

**Office hours: Fall 2019: Wednesdays, 12:30pm-2:30pm, *or by appointment***

**Winter 2020: Tuesdays, 11:00am-1:00pm, *or by appointment***

**Teaching Assistants: Thibault Biscahie**

**Massoud Vahedi**

**Robin Verrall**

**Course Description**

The purpose of this course is to introduce students to the discipline of International Relations (IR), within Political Science. This course will strengthen students’ knowledge of the conceptual and theoretical debates in IR, as well as historical developments in the post-1945 period. The first part of the course (Fall semester) will examine various IR theoretical approaches, ranging from traditional problem-solving theories such as realist, liberal and Marxist perspectives to critical theories such as feminist, poststructuralist, constructivist, post-colonial and green perspectives. The second part of the course (Winter semester) will critically analyse contemporary issues such as the role of the UN, global environmental issues, specifically climate change, foreign policy decision-making, global economy and global trade, global poverty and international development, war, terrorism, nuclear weapons proliferation, and humanitarian intervention.

**Objectives and Learning Outcomes**

By the end of this course students should be able to:

* Use the strategies for critical thinking and analysis that they learn in the course to help develop a deeper understanding of the global political world and their position in it;
* Provide evidence of some specialized knowledge of economic, political and social contexts in the post-1945 period;
* Discuss critically, and write knowledgeably about, major IR theories, relating these both to contemporary events and to historical processes;
* Demonstrate a critical understanding of and engagement with a wide range of IR academic literature related to the key themes in the course;
* Demonstrate critical analytical skills, particular in relation to how meanings, definitions and truths are constructed;
* Display their critical understanding of key issues through the development of a succinct writing style (for essays), and the ability to present complex arguments in class discussions;
* Use their knowledge as a basis for further study or pursuing a career in International Relations; and for students of other academic disciplines, to exhibit sufficient knowledge of IR and to enable them to conceptualize the international dimensions of their chosen fields; and
* Use their knowledge to be more engaged with and informed about global politics.
* ***Skills development:*** analytical skills; writing and communication skills; critical thinking skills; problem-solving skills; presentation skills

**Course Readings**

The required readings for the course:

* **Textbook:**  John Baylis, Steve Smith and Patricia Owens (Editors), *The Globalization of World Politics* (Oxford: Oxford University Press, 2017). The textbook is used in both Fall and Winter semesters.
* **Moodle:** readings for **Fall 2019, Week 9/10** (Green Theory – Paterson, 2013; Queer International Theory – Weber, 2015) and **Winter 2020, Week 1** (Foreign Policy Analysis; Hill – 2013) ONLY will be posted on Moodle, respecting York University’s Fair Dealings guidelines
* **Short online sources** (\*\*\*): provided to help with understanding weekly topics.

**Reading Beyond the Syllabus**

***Academic Journals***

It is also essential that you keep up to date with debates in the field through the major journals, all of which are available electronically. Some journals you should consult: *International Affairs*; *World Politics*; *Review of International Studies*; *Millennium: Journal of International Studies*; *International Studies Quarterly*; *American Political Science Review*; *Canadian Journal of Political Science*; *International Organization*; *International Security*; *Security Dialogue*; *European Journal of International Relations*; *Survival*; *Journal of Peace Research*; *Terrorism and Political Violence*; *Global Governance*; SAIS *Review*; *Foreign Affairs*; *Foreign Policy*; and *International Journal*. Also worth perusing for articles in journals focusing on specific areas studies, such as *Journal of Modern African Studies; Arab Studies Quarterly; Latin American Perspectives*; *Journal of Contemporary China*; and *Review of African Political Economy.*

***Online News***

Students are also expected to stay abreast of current affairs throughout the semester by reading online newspapers such as The Globe and Mail, The Montreal Gazette, The National Post, The New York Times, The Washington Post, The Financial Times, International Herald Tribune, The Hill Times, etc.; or weekly magazines such as The Economist. You can also follow current affairs online on the BBC, CBC, CNN, AP, AFP, Reuters, The Conversation, Al-Jazeera, Politico, Vox, Quartz and the Intercept websites. *It may be helpful to compare how global issues are presented on alternative news sources.*

***Blogs and Website***

There are an increasing number of blogs devoted to international affairs, some of which repay regular visits:

* The Monkey Cage: <http://www.washingtonpost.com/blogs/monkey-cage/>
* The Conversation: <https://theconversation.com/global>
* Political Violence@Glance: <http://politicalviolenceataglance.org/>
* The Disorder of Things: <https://thedisorderofthings.com/>
* Duck of Minerva: [http://duckofminerva.blogspot.com/](http://duckofminerva.blogspot.com/#_blank)
* Foreign Policy: <http://www.foreignpolicy.com/>
* Brookings: <https://www.brookings.edu>
* Council on Foreign Relations: <https://www.cfr.org/blog>
* E-International Relations: <http://www.e-ir.info/category/blogs/>
* Dan Drezner: <https://www.washingtonpost.com/people/daniel-w-drezner/>
* Stephen Walt: <https://foreignpolicy.com/author/stephen-m-walt/>
* The Crooked Timber: <http://crookedtimber.org/>
* E-International Relations: <http://www.e-ir.info/category/blogs/>
* Theory Talks: http://www.theory-talks.org

***International Organizations, Think tanks and NGOs***

See the websites for international and inter-governmental organisations such as the UN, UNDP, UNICEF, WHO, UNEP, WFP, World Bank, IMF, WTO, EU, and OECD/DCD-DAC. Finally, check out NGOs and think tanks, such as Oxfam; Red Cross; MSF; Save the Children; Global Policy Forum; Human Rights Watch; Amnesty International Relations; International Crisis Group; Foreign Policy Centre; European Council of Foreign Affairs; Council of Foreign Affairs; and the Brookings Institute. Within the Canadian context, do visit: the Munk Centre for International Studies, University of Toronto; Centre for International Governance Innovation; the Montreal Institute for Genocide and Human Rights Studies, Concordia University; and NPSIA, Carleton University.

**Course Policies and Expectations**

**I. Critical Thinking, Equitable and Inclusive Learning**

Students are required to read the course readings before each class and be ready to critically engage in class discussion. It is crucial that students understand that this class is meant to cultivate and encourage critical thinking. As well, everyone learns more effectively in a respectful, safe, equitable and inclusive learning environment. I invite you to work with me to create a classroom space that fosters and promotes values of human dignity and respect for diversity.

**II. Course Website**

Course materials and notices will be posted on Moodle, which can be accessed via [http://moodle.yorku.ca]. Be sure to check for new information periodically, including guides to help complete your assignments.

**III. Class Attendance**

Students are expected to attend and participate actively in lectures and tutorials.

**IV. Assignment Submission**

**All assignments for this course must be submitted to your TA, on the dates provided.**

**V. Assessment and Grading**

All grading in the course is conducted by your TA. Your TA is a doctoral candidate in the Graduate Program in Political Science and is an expert in the field of Political Science and International Relations. The course is therefore taught by a team of colleagues that include the Course Director and the doctoral candidate TAs.

**VI. Reassessing Assignments**

If you have reason to disagree with a grade you receive from you TA, you must put in writing why you think your grade should be reassessed and give it to your TA. Your TA will then take your written request into consideration and will reassess your assignment. Upon reassessment of your assignment, it is possible for your grade to be either raised or lowered. If, after these steps, you still disagree with your assigned grade, you may request that the Couse Director reassess the assignment. You must put this request in writing with an explanation of why you think the evaluation is incorrect. The Course Director may raise or lower your grade.

**VII. Late Submission Policy**

Assignments received later than the due date will be penalized. Late submissions will incur a **decrease of 2 marks from your FINAL GRADE in the class mark PER DAY, including weekends.** After 7 days, late assignments will **NOT** be accepted.

**VIII. Extensions**

I have given you advance notice of submission dates, so please arrange your schedule accordingly. Therefore, I am very unlikely to change due dates or make exceptions for circumstances such as extracurricular activities, busy schedules, computer problems, etc. However, exceptions to the late submission policy for valid reasons such as illness, compassionate grounds, etc., may be considered but will require supporting documentation (e.g., a doctor’s letter). Please see your TA as soon as possible, so you can discuss a mutually satisfactory solution.

**IX. Students with Special Needs**

Students with disabilities and special needs may request appropriate academic accommodations, as outlined in the York University Senate policy statement: “Academic Accommodation for Students with Disabilities (Policy)”

[Refer to: https://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/]. Students are advised to see the Course Instructor as soon as possible, so that the appropriate arrangements can be made.

**X. Religious Holidays**

Please see me as soon as possible (in advance of any holiday) to arrange a means of covering any class material you plan to miss for religious holidays.

**XI. The Learning Commons**

If you require any additional support with academic writing, library assistance and research skills, etc., you may want refer to the Learning Commons website for further information on the wide range of academic support available for students on campus: [http://learningcommons.yorku.ca].

**XII. Technological Devices in the Classroom**

I have confidence in students, and believe students will use technological devices for mainly academic purposes. My laptop, tablet and mobile phone policy is informed by my personal outlook on the world, and also by research and experience teaching at various universities in Canada and around the world. See below two blogs articles that have informed my position on technological devices in the classroom.

<http://chronicle.com/blogs/conversation/2014/09/23/dont-ban-laptops-in-the-classroom/>

<https://illinois.edu/blog/view/25/87314>

*Just so you are able to make a personal decision for yourself, here is some research-based perspectives that differ from our own classroom policy.*

<https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/>

<http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

<http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>

<http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>

**XIII. Change of the Syllabus**

I reserve the right to amend the schedule of meetings, content and evaluation scheme listed in this syllabus, as might become necessary based on events throughout the semester. Any changes to the syllabus will be announced in class and students will receive an amended syllabus (which will be available on Moodle).

**Assessment**

Your grade in this course will be based on a variety of assessment criteria.

**Autobiographical Reflexivity: The Self and IR Thinkers 15 %**

**IR Theory and Practice: Comparative Essay 25 %**

**In-class Exam (Fall 2019) 20 %**

**In-class Exam (Winter 2020) 20 %**

**Tutorial Participation 20 %**

**Total: 100%**

**Autobiographical Reflexivity: Self and IR Thinkers 15% of final grade**

**DUE ~~IN TUTORIAL~~: *4 DECEMBER, 5:00PM***

Students are required to write a think piece (**500-1,250 words**) about their personal perspectives on global issues, using personal narratives (does your personal “story” have an impact on how your see the world?). Students must also select an IR thinker, and through an understanding of their “story” must decide whether their life “narrative” may have influenced a specific idea/theory they developed or espoused. Students will be required at read ONE piece of academic work (at least 10 pages) written by the author. See *pages 18-19* for additional information.

**IR Theory and Practice: Comparative Essay 25% of final grade**

**DUE IN TUTORIAL: *18 MARCH***

Students are required to write an essay of **1,500-1,750 words** in length (excluding the bibliography). Anything beyond 1,750 will not be read or marked. The essay must present a clear and detailed argument addressing the ***question posed below***, and must also discuss ***TWO IR theoretical approaches***. ***A minimum of 3 academic sources*** must be used. Sources should be listed in a bibliography, and quotations should be acknowledged where necessary. Please refer to *page 20* for the essay evaluation form.

**Essay Question:**

***Which theoretical approach offers the best understanding of one of key issues discussed in the Winter semester? Answer by comparing at least two IR theoretical approaches (or theories).***

***Some of the key issues to consider (see Winter semester topics):*** effectiveness of the UN; climate change, environmental degradation; global trade, inequality; poverty and international development; war; international security; terrorism; nuclear weapons proliferation; humanitarian intervention. **You can pick a more specific topic within the broad topic** (e.g., the Paris agreement; North Korea and nuclear weapons; the war in Yemen; achieving sustainable development goals (SDGs), etc.)

***Some of the IR theories/approaches to consider (see Fall semester topics):***  Realism; Liberalism; Marxist approaches; Critical Theory; Poststructuralism; Feminism; Post-colonialism; Queer international theory; Green theory; and Constructivism

**In-class Examinations (Fall 2019, Winter 2020) 40% of final grade**

**In-class Exam: *27 NOVEMBER*** (20%)

**In-class Exam: *1 APRIL*** (20%)

There will be **TWO in-class examinations** (each worth 20% of the final grade), and will cover the topics discussed in each of the semesters (Fall semester and Winter semester). The exams will be based on the material covered in the assigned readings, lectures and tutorials. The format of the examination may be short answer and/or essay style. Further guidance on the exams will be provided at a later date.

**Attendance and Participation 20% of final grade**

Students are expected to attend all lectures and tutorials. Your participation grade is based on the **quality of your involvement in your tutorial discussions**. Simply attending your tutorial is not sufficient grounds for a passing participation mark. You must read the assigned readings and participate actively and effectively in class discussions. If you have further questions about participation, or want to know where you stand at any point in the year, please speak to your TA. We do understand that sometimes students are shy or uncomfortable speaking in front of groups of people. If this applies to you, please speak to your TA early in the first term so that they can assist you in developing this very important professional skill.

**FALL 2019**

**Week 1: *4 September***

***Introduction and Overview of the Course***

***No tutorials today***

**Week 2: Introduction to International Relations – *11 September***

**Select any TWO of the following:**

* **\*\*\* *WATCH:*** Wangari Maathai, *Be a Hummingbird*, The Green Belt Movement [Available online: <http://www.greenbeltmovement.org/get-involved/be-a-hummingbird> ]
* ***\*\*\* WATCH:*** Taiye Selasi, “Don’t Ask Where I’m From, Ask Where I’m a Local”, TEDGlobal 2014 [Available online: <https://www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local?language=en>]
* ***\*\*\* WATCH:*** Chimamanda Ngozi Adichie, “The Danger of A Single Story,” TEDGlobal 2009 [Available online: <https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en>]
* ***\*\*\* WATCH:*** Diane Hill, “Forgotten Narrative: The First Nations Reality”, TEDxUTSC, 3 March 2016 [Available online: https://www.youtube.com/watch?v=HOAYbxJGgDQ ]
* ***\*\*\* WATCH:*** David Miliband, “The Refugee Crisis is a Test of Our Character”, TED, 2017 [Available online: <https://www.ted.com/talks/david_miliband_the_refugee_crisis_is_a_test_of_our_character>]
* ***\*\*\* WATCH:*** Alexander Betts, “Why Brexit Happened – and What to Do Next,” TEDSummit, 2016 [https://www.ted.com/talks/alexander\_betts\_why\_brexit\_happened\_and\_what\_to\_do\_next?language=en]
* ***\*\*\* READ:*** Benjamin Bratton, “We Need to Talk About TED”, *The Guardian*, 30 December 2013 [Available online: https://www.theguardian.com/commentisfree/2013/dec/30/we-need-to-talk-about-ted ]

**Tutorial Discussion:** What are the sources (family, friends, upbringing, books, media, teachers, workplace, etc.) of your personal views on various international issues? How do you understand citizenship? Does a country have any responsibility to people beyond its borders? Where is your “home”? What is a global citizen, and would you identify as a global citizen? How do these questions influence your views of global issues? Do you have the ability to change something that is happening in Toronto, Ontario/province, Canada, the world?

**Week 3: The Rise of Modern International Order – *18 September***

*Required Reading:* **Textbook - Baylis/Smith/Owens, Chapter 2 (Lawson)**

***Select any TWO of the following:***

* ***\*\*\* READ:*** Fred Halliday, “The Revenge of Ideas: Karl Polanyi and Susan Strange,” *openDemocracy*, 24 September 2008 [Available online: <https://www.opendemocracy.net/article/the-revenge-of-ideas-karl-polanyi-and-susan-strange>]
* ***\*\*\* READ:*** Truth and Reconciliation Commission of Canada, *TRC Reports and Findings*, 2015 [Available online: <http://www.trc.ca/websites/trcinstitution/index.php?p=905>]
* ***\*\*\* READ:*** Marc Parry, “Uncovering the Brutal Truth about the British Empire: Crushing of the Mau Mau Uprising”, *The Guardian*, 18 August 2016 [Available online: <https://www.theguardian.com/news/2016/aug/18/uncovering-truth-british-empire-caroline-elkins-mau-mau>]
* ***\*\*\* READ:*** Kate Brady, “Germany Officials Refer to Herero Massacre as Genocide,” *Deutsche Welle (DW)*, 13 July 2016 [Available online: <http://www.dw.com/en/germany-officially-refers-to-herero-massacre-as-genocide/a-19396892> ]

**Tutorial Discussion:** What is international order? What roles were played by industrialization, colonialism, and changing technologies in the rise of the nation-state? How did authority shift and consolidate? Does Karl Polanyi’s analysis on the construction of post-1945 economic system make sense in today’s world? Is colonialism still relevant in today’s world – why or why not, in what ways?

**Week 4: International History – *25 September***

*Required Reading:* **Textbook - Baylis/Smith/Owens, Chapters 3 (Scott) and 4 (Cox)**

***\*\*\* READ:*** Kenneth Andres, “Analysis of E.H. Carr’s “The Historian and His Facts”,” *Medium*, 16 September 2016 [Available online: <https://medium.com/@kennethandres/analysis-of-e-h-carrs-the-historian-and-his-facts-d59e7ac687ee> ]

**Tutorial Discussion:** Why is history important when discussing international politics? How do we choose what is important when thinking about history? What makes particular events worthy of inclusion in the historical record, while others seem to be forgotten or ignored?

**Week 5: Problem-Solving Theories: Realism(s) – *2 October***

*Required Reading:* **Textbook – Baylis/Smith/Owens, Chapter 6 (Dunne/Schmidt)**

***\*\*\* READ:*** Stephen M. Walt, “The World Wants You to Think Like a Realist,” *Foreign Policy*, 30 May 2018 [Available online: <https://foreignpolicy.com/2018/05/30/the-world-wants-you-to-think-like-a-realist/> ]

***\*\*\* READ:*** John Mearsheimer, “John Mearsheimer on Power as the Currency of International Relations, Disciplining US Foreign Policy, and Being an Independent Variable”, *Theory Talk #49*, 24 June 2012 [Available online: http://www.theory-talks.org/2012/06/theory-talk-49.html ].

**Tutorial Discussion:** What is realism? What is the difference between various “Realisms” and causes of war? Is conflict and war inevitable in an anarchic international system? Is achieving security the most important thing a state can do? What is ‘rationality’ for realists?

**Week 6: Problem-Solving Theories: Liberalism(s) – *9 October***

*Required Reading:* **Textbook – Baylis/Smith/Owens, Chapter 7 (Dunne)**

***\*\*\* READ:*** Daniel Deudney and G. John Ikenberry, “Liberal World: The Resilient Order,” *Foreign Affairs*, July/August 2018, pp. 16-24 [Available online: <https://scholar.princeton.edu/sites/default/files/gji3/files/05_deudney_ikenberry.pdf> ]

***\*\*\* READ:*** Robert Keohane, “Robert Keohane on Institutions and the Need for Innovation in the Field”, *Theory Talk #9*, 29 May 2008 [Available online: http://www.theory-talks.org/2008/05/theory-talk-9.html ].

**Tutorial Discussion:** What is liberalism? Why do liberals believe in ‘progress’? Is democracy and economic liberalization the basis for creating peace and equality in the world? Are international organizations necessary for global peace and order? Do you agree with the analysis of Deudney and Ikenberry?

**Week 7: READING WEEK – NO CLASS – *16 October***

**Week 8: Marxist Approaches and Critical Theory – *23 October***

*Required Reading:* **Textbook – Baylis/Smith/Owens, Chapter 8 (Hobden/Jones)**

***\*\*\* READ:*** Robert W. Cox, “Social Forces, States and World Orders: Beyond International Relations Theory”, *Millennium: Journal of International Studies*, 10, 126, 1981, pp. **135-144**. [Available online]

***\*\*\* READ:***  Keeanga-Yamahtta Taylor, “Bernie Sanders’ Democratic Socialism Speech was a Landmark”, *Jacobin*, 18 June 2019 [Available online: https://www.jacobinmag.com/2019/06/bernie-sanders-socialism-speech-capitalism-primary ].

***\*\*\* WATCH:*** Amy Goodman and Boots Riley (interview), “Boots Riley on His Anti-Capitalist Film “Sorry to Bother You,” The Power of Strikes and Class Struggle,” *Democracy Now!* , 3 September 2018 [Available online: <https://www.democracynow.org/2018/9/3/boots_riley_on_his_anti_capitalist>]

**Tutorial Discussion:** Marxism is not relevant in a capitalist world - discuss. What is the relationship between capitalism and war? What is meant by ‘core’ and ‘periphery’? What is the Marxist critique of neoliberalism? Can Marxist approaches solve various global issues – why or why not?

**Weeks 9 and 10: Critical Approaches: Poststructuralism, Feminism, Post-Colonialism, Green Politics, Queer International Theory – *30 October, 6 November***

***Select any TWO readings below, as required reading for the weeks 9 and 10:***

* **Poststructuralism:** Textbook – Baylis/Smith/Owens, Chapter 10 (Hansen)
* **Feminism:** Textbook – Baylis/Smith/Owens, Chapter 12 (Kinsella)
* **Post-colonialism:** Textbook – Baylis/Smith/Owens, Chapter 11 (Sylvester)
* **Green Politics:** Matthew Paterson, “Green Politics,” in Scott Burchill, et.al., *Theories of International Relations* (New York: Palgrave, 2013), pp. 277-285. [Available on Moodle]
* **Queer International Theory:** Cynthia Weber, "Why is There No Queer International Theory?", *European Journal of International Relations*, 21, 1, 2015, 27-51. [Available online]

***Select any TWO of the following:***

* ***\*\*\* WATCH:*** Vox, *Why All World Maps Are Wrong*, 2 December 2016 [Available online: <https://www.youtube.com/watch?time_continue=97&v=kIID5FDi2JQ> ]
* ***\*\*\* READ:*** David Campbell, “Famine Coverage, from Malawi to East Africa”, *Imagining Famine*, blog, 1 September 2011 [Available online: <http://www.imaging-famine.org/blog/index.php/2011/09/famine-coverage-from-malawi-to-east-africa/>]
* ***\*\*\* READ:*** Marysia Zalewski, “Marysia Zalewski on Unsettling IR, Masculinity and Making IR Theory Interesting (again)”, *Theory Talk #28*, 16 April 2009 [Available online: http://www.theory-talks.org/2009/04/theory-talk-28.html ].
* ***\*\*\* READ:*** Kimberly Hutchings, “Kimberly Hutchings on Quiet as a Research Strategy, the Essence of Critique, and the Narcissism of Minor Differences”, *Theory Talk #73*, 10 October 2016 [Available online: http://www.theory-talks.org/2016/10/theory-talk-73-kimberly-hutchings.html ].
* ***\*\*\* WATCH:*** Roxane Gay, *Confessions of a Bad Feminist*, Ted Talks, May 2015. [Available online: https://www.ted.com/talks/roxane\_gay\_confessions\_of\_a\_bad\_feminist]
* ***\*\*\* READ:*** Deisy Salas, “A Comparative Analysis of Angela Davis and Gayatri Spivak,” *Medium*, 25 March 2017 [Available online: <https://medium.com/applied-intersectionality/comparative-analysis-between-angela-davis-and-gayatri-spivak-ff5ef6a9974> ]
* ***\*\*\* READ:*** Markus Thiel, “Introducing Queer Theory in International Relations,” e-International Relations, 7 January 2018 [Available online: <https://www.e-ir.info/2018/01/07/queer-theory-in-international-relations/>]
* ***\*\*\* READ:*** Kyle Powys Whyte, “Why the Native American Pipeline Resistance in North Dakota is About Climate Justice,” *The Conversation*, 16 September 2016 [Avaiable online: <https://theconversation.com/why-the-native-american-pipeline-resistance-in-north-dakota-is-about-climate-justice-64714> ]

**Tutorial Discussion:** How should global problems be solved? Critical theories cannot help us solve the world’s problems – discuss. How do systems of binary opposition impact the theory and practice of international politics? Is feminism only about women, post-colonial theory only about race and imperialism, queer theory only about LGBTQI2-S, green theory only about the environment? Are green theory approaches helpful to tackle issues such as climate change, why or why not? Are critical theories helpful in our understanding of international politics – why or why not?

**Week 11: Constructivism – *13 November***

*Required Reading:* **Textbook – Baylis/Smith/Owens, Chapter 9 (Barnett)**

***\*\*\* READ:*** Zack Beauchamp, “What Blank Panther Can Teach Us About International Relations,” *Vox*, 27 February 2018 [Available online: <https://www.vox.com/culture/2018/2/27/17029730/black-panther-marvel-killmonger-ir> ].

***\*\*\* WATCH:*** Soomo Learning, *Theory in Action: The War in Iraq*, 21 June 2012 [Available online: <https://www.youtube.com/watch?v=XUF-T5JubDg>]

**Tutorial Discussion:** Constructivism is a catch-all for all IR theories - discuss. What does it mean to say that the world is constructed, or ‘constituted’ through political action? How can we analyze identity, culture, and norms in the study of war and peace?

**Week 12: Exam Review in Lecture and Tutorial – *20 November***

**Week 13: In-Class Fall Exam – in lecture – *27 November***

**~~Week 14: IR Theory Redux~~ – *4 December*NO CLASS**

**WINTER 2020**

**Week 1: Foreign Policy Analysis – *8 January* *2020***

*Required Reading:*

Christopher Hill, *Foreign Policy in the Twenty-First Century* (London: Palgrave, 2016), pp. **1-31.** [***Available on Moodle***]

***\*\*\* SKIM:*** Robert D. Blackwill, *Trump’s Foreign Policies Are Better Than They Seem*, Council on Foreign Relations, Council Special Report No. 84, April 2019 [Available online: https://www.cfr.org/report/trumps-foreign-policies-are-better-they-seem ].

***\*\*\* READ:*** Hal Brands, “Trump’s True Foreign Policy: Chaos”, *Bloomberg Opinion*, 20 August 2019 [Available online: https://www.bloomberg.com/opinion/articles/2019-08-20/trump-s-true-foreign-policy-chaos ].

***\*\*\* SKIM:*** Global Affairs Canada, *Canada and the World* [Available online: <http://international.gc.ca/world-monde/index.aspx?lang=eng>]

**Tutorial Discussion:** How are foreign policy decisions made? How should be understand rationality and decision-making? What factors influence and constrain foreign policy decision-making in a state? Are cognitive approaches helpful to understand decision-making? Compare the foreign policy decisions of two leaders or countries?

**Week 2: International Organizations: The United Nations – *15 January***

*Required Reading:* **Baylis/Smith/Owens, Chapter 21 (Curtis/Taylor)**

***\*\*\* BROWSE:*** UN Organizational Chart [Available online: <http://www.un.org/en/aboutun/structure/pdfs/UN%20System%20Chart_ENG_FINAL_MARCH13_2017.pdf> ]

***\*\*\* READ:*** Rosa Freedman, “How to Make the United Nations Fit for Purpose in a New Globalised Era,” *The Conversation*, 18 January 2017 [Available online: <https://theconversation.com/how-to-make-the-united-nations-fit-for-purpose-in-a-new-globalised-era-71022> ].

**Tutorial Discussion:** What is the relationship between the UN and states? How can the United Nations effectively solve global issues? Are other organizations more effective, such as regional organizations or non-governmental organizations (NGOs)? Is the UN a useful body – why or why not?

**Week 3: Global Environmental Issues – *22 January***

*Required Reading:* **Baylis/Smith/Owens, Chapter 24 (Vogler)**

***Select any TWO of the following:***

* ***\*\*\* READ:*** Garrett Hardin, “The Tragedy of the Commons,” *Science*, 162, 3859, 13 December 1968, pp. 1243-1248 [Available online: <http://science.sciencemag.org/content/162/3859/1243>]
* **\*\*\* *BROWSE:*** UN Framework Convention on Climate Change, “The Paris Agreement,” 2016. [Available online: <http://unfccc.int/paris_agreement/items/9485.php> ]
* **\*\*\* *WATCH:*** Amy Goodman and Asad Rehman (interview), “Climate Change and Inequality are Driving War and Catastrophic Conflicts from Syria to Africa,” *Democracy Now!* , 3 December 2015 [Available online: <http://www.democracynow.org/2015/12/3/climate_change_and_inequality_are_driving> ]
* ***\*\*\* WATCH:*** Vandana Shiva, *A Conversation with Vandana Shiva – Question 3 – Treehugging and the Chipko Movement*, interview with Ian Mauro, 26 February 2012 [Available online <https://www.youtube.com/watch?v=i3EDEqr7haU> ]
* ***\*\*\* WATCH:*** TheRulesOrg, *Green Growth Explained*, 26 March 2018 [Available online: <https://www.youtube.com/watch?v=JO36VGjdMq8>]
* ***\*\*\* WATCH:*** Greta Thunberg, *The Disarming Case to Act Right Now on Climate Change*, TEDxStockholm, November 2018, [Available online: https://www.ted.com/talks/greta\_thunberg\_the\_disarming\_case\_to\_act\_right\_now\_on\_climate?language=en]

**Tutorial Discussion:** How can states unite to deal with climate change and environmental degradation? What are the prospects of them doing so? What are the main obstacles to combatting climate change and implementing regulatory controls? What is the relationship between neoliberalism and green growth strategies? Are environmental issues a security threat?

**Week 4: International/Global Political Economy and Global Trade – *29 January***

*Required Reading:* **Baylis/Smith/Owens, Chapter 16 (Phillips)**

***\*\*\* READ:*** Jason Hickel, “Bill Gates Says Poverty is Decreasing. He Couldn’t be More Wrong”, *The Guardian*, 29 January 2019. [Available online: https://www.theguardian.com/commentisfree/2019/jan/29/bill-gates-davos-global-poverty-infographic-neoliberal]

**\*\*\* *READ:*** Drew Fagan, “NAFTA Negotiations: Two’s Company, Three’s a Crowd?”, *The Conversation*, 28 August 2018 [Available online: <https://theconversation.com/nafta-negotiations-twos-company-threes-a-crowd-102327>].

***\*\*\* WATCH:*** Sangu Delle, “In Praise of Macro – Yes, Macro -- Finance in Africa”, *TEDGlobal* 2014 [Available online: https://www.ted.com/talks/sangu\_delle\_in\_praise\_of\_macro\_yes\_macro\_finance\_in\_africa/discussion?language%3Dfa]

**Tutorial Discussion:**In what ways are economic relationships political? Is it possible to conceive of the economy as separate from politics? Does neoliberalism and globalization bring prosperity to the word – why or why not? Is global trade “natural” between states? How can nation-states respond to global capitalism? Is there a relationship between neoliberalism and inequality? What is the future of NAFTA and the trade relationship between Canada and the US?

**Week 5: Poverty and International Development – *5 February***

*Required Reading:* **Baylis/Smith/Owens, Chapter 29 (Evans/Thomas)**

***Select any TWO of the following:***

* ***\*\*\* EXPLORE:*** UNDP, *Human Development Report Indices and Indicators, 2018 Statistical Update*, 2018 [Available online: http://hdr.undp.org/sites/default/files/2018\_human\_development\_statistical\_update.pdf ]
* ***\*\*\* EXPLORE:*** The Abdul Latif Jameel Poverty Action Lab [Available online: <https://www.povertyactionlab.org/>]
* ***\*\*\* EXPLORE:*** United Nations, *Sustainable Development Goals*, 2015 [Available online: <https://sustainabledevelopment.un.org/sdgs>]
* ***\*\*\* SKIM:*** Global Affairs Canada (GAC), *Canada’s Feminist International Assistance Policy* (FIAP), 2017 [Available online: <http://international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/policy-politique.aspx?lang=eng> ]
* ***\*\*\* READ:*** Stephen McCloskey, “9 Reasons the International Development Sector Needs to Get Political, Address Power Relations, and Adopt a Transformative Agenda”, OpenDemocracy, 31 July 2019 [Available online: https://www.opendemocracy.net/en/opendemocracyuk/9-reasons-international-development-sector-needs-get-political-address-power-relations-and-adopt-transformative-agenda/]
* ***\*\*\* READ:*** Sian Ferguson, “Dear Volunteers in Africa: Please Don’t Come Help Until You’ve Asked Yourself These Four Questions”, *Matador Network*, 6 July 2016 [Available online: <https://matadornetwork.com/life/dear-volunteers-africa-please-dont-come-help-youve-asked-four-questions/>]
* ***\*\*\* READ:*** Andrea Freidus, “Volunteer Tourism: What’s Wrong With It and How It Can be Changed”, *The Conversation*, 8 November 2017. [Available online: https://theconversation.com/volunteer-tourism-whats-wrong-with-it-and-how-it-can-be-changed-86701]

**Tutorial Discussion:**How should we understand poverty? Does the current neoliberal economic system help improve poverty, or does it perpetuate it? What factors cause hunger – is food a basic human right? Should countries provide development assistance to other countries to help with human development? Why or why not? Are the SDGs achievable or overly ambitious? Do you think Canada’s feminist international assistance policy (FIAP) is helpful policy to achieve development goals? Do you think volunteer tourism is important to help people understand challenges in the Global South?

**Week 6: War – *12 February***

*Required Reading:* **Baylis/Smith/Owens, Chapter 14 (Barkawi)**

***\*\*\* READ:*** Mark McNeilly, “The Battle of the Military Theorists: Clausewitz vs. Sun Tzu,” *History Network News*, 25 January 2015 [Available online: <https://historynewsnetwork.org/article/158123> ].

***\*\*\* READ:*** Sten Rynning, “Zero Civilian Casualties: Why the Face of Western War Gives Us A False Idea of Conflict,” *The Conversation*, 20 March 2018 [Available online: <https://theconversation.com/zero-civilian-casualties-why-the-face-of-western-war-gives-us-a-false-idea-of-conflict-93090> ].

**Tutorial Discussion:** What is war? What roles does war play in world politics, historically and in the present? How is international war similar or different from other kinds of war or conflict? Is the comparison between Clausewitz and Sun Tzu helpful to understand “Western” and “non-Western” perspectives on warfare – is that distinction even necessary?

**Week 7: READING WEEK – NO CLASS – *19 February***

**Week 8: International Security – *26 February***

*Required Reading:* **Baylis/Smith/Owens, Chapter 15 (Baylis)**

**Select any TWO of the following:**

* ***\*\*\* WATCH:*** Vox, *The Middle East’s Cold War, Explained*, 17 July 2017 [Available online: <https://www.youtube.com/watch?v=veMFCFyOwFI> ]
* ***\*\*\* EXPLORE:*** Council on Foreign Relations, *Global Conflict Tracker* [Available online: <https://www.cfr.org/interactives/global-conflict-tracker#!/> ]
* ***\*\*\* READ:***Jason Burke, “ ‘The Wars Will Never Stop’ – Millions Flee Bloodshed as Congo Falls Apart,” *The Guardian*, 3 April 2018 [Available online: <https://www.theguardian.com/world/2018/apr/03/millions-flee-bloodshed-as-congos-army-steps-up-fight-with-rebels-in-east> ].
* **\*\*\* *WATCH:***Emmanuel Jal, *The Music of a War Child*, TED Talk, July 2009 [Available online: <https://www.ted.com/talks/emmanuel_jal_the_music_of_a_war_child/up-next?language=en> ]
* ***\*\*\* READ:*** Mark Maslin, “Climate Change is not a Key Cause of Conflict, Finds New Study,” *The Conversation*, 24 April 2018 [Available online: <https://theconversation.com/climate-change-is-not-a-key-cause-of-conflict-finds-new-study-94331> ].
* ***\*\*\* SKIM:*** United Nations and World Bank, *Pathways to Peace: Inclusive Approaches to Preventing Violence Conflict*, 2018 [Available online: <https://www.pathwaysforpeace.org> ].
* ***\*\*\* READ:*** Scott Lucas, “Syria Update: Why No One is Really Winning the War,” The Conversation, 25 January 2018 [Available online: <https://theconversation.com/syria-update-why-no-one-is-really-winning-the-war-89947> ].

**Tutorial Discussion:** What are major international security threats? Is there a link between climate change and violence? How can these security issues be resolved? What are the challenges of helping to build peace in countries that have experienced war?

**Week 9: Terrorism – *4 March***

*Required Reading:* **Baylis/Smith/Owens, Chapter 25 (Kiras)**

**\*\*\* EXPLORE LIST:** Public Safety Canada, Listed Terrorist Entities/Currently Listed Entities,

[Available online: http://www.publicsafety.gc.ca/cnt/ntnl-scrt/cntr-trrrsm/lstd-ntts/crrnt-lstd-ntts-eng.aspx]

**\*\*\* *EXPLORE LIST:*** US Department of State, Bureau of Counter-terrorism, *Foreign Terrorist Organization*s, [Available online: http://www.state.gov/j/ct/rls/other/des/123085.htm]

**\*\*\* *READ:*** Daniel Byman, “Is Right-Wing Terrorism Rising?”, *The National Interest*, 13 August 2019 [Available online: <https://www.gq.com/story/dylann-roof-making-of-an-american-terrorist> ].

**Tutorial Discussion:** How can ‘terrorism’ be defined and understood? How can we conceptualize domestic terrorism and transnational terrorism? Are there any effective counter-terrorism strategies? What role does counterterrorism play in the possibility of the next attack?

**Week 10: Nuclear Weapons Proliferation – *11 March***

*Required Reading:* **Baylis/Smith/Owens, Chapter 26 (Greitens)**

***\*\*\* READ:*** Katie Hunt, “Why Kim Jong Un Came in From the Cold: 3 Theories,” *CNN*, 22 April 2018 [Available online: <https://www.cnn.com/2018/04/22/asia/kim-jong-un-three-theories-intl/index.html> ].

***\*\*\* READ:*** Zachary Laub, “What is the Status of the Iran Nuclear Agreement?”, Council on Foreign Relations, 31 July 2019 [Available online: https://www.cfr.org/backgrounder/what-status-iran-nuclear-agreement ].

**Tutorial Discussion:** Should countries be allowed to develop nuclear weapons, why or why not? Who decides whether countries should have nuclear weapons? Assess the cases of North Korea, Iran and Iraq, and the manner in which the international community responded to their nuclear ambitions.

**Week 11: Humanitarian Intervention and Responsibility to Protect – *18 March***

*Required Reading:* **Baylis/Smith/Owens, Chapter 32 (Bellamy/Wheeler)**

***\*\*\* READ:*** Samantha Power, ‘Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen’, *Atlantic Monthly*, September 2001 [Available online: <https://www.theatlantic.com/magazine/archive/2001/09/bystanders-to-genocide/304571/>].

***\*\*\* READ:*** Kyle Matthews and Allan Rock, “The World’s Disturbing Inaction as the Genocide Convention Turns 70”, The Conversation, 4 December 2018 [Available online: https://theconversation.com/the-worlds-disturbing-inaction-as-the-genocide-convention-turns-70-107783 ].

**Tutorial Discussion:**How are decisions about humanitarian interventions arrived at? How can we judge what is ‘humanitarian’? Is it helpful to use the term humanitarian intervention or responsibility to protect (R2P)? Why is there intervention in some countries and not in others? What is the role of the International Criminal Court (ICC) to address mass atrocities?

**Week 12. Exam Review in Lecture and Tutorials – *25 March***

**Week 13: In-class Winter Exam: In Lecture – *1 April***

**Autobiographical Reflexivity: The Self and IR Thinkers**

In critical approaches of IR, researchers have sought to contextualise their own writing, particularly when they want to illustrate their research methodology and how certain circumstances and social contexts have shaped their ideas.

**Assignment**

**The main question to guide your assignment is**: do personal “stories” and narratives (social context, perspectives, childhood, personal background, education, socio-economic background, interactions with individuals, etc.) have an impact on how one views the world, why or why not?

**Students are required to:**

* **Write about their personal perspectives on global issues**, using personal narratives (does your personal “story” or a specific event in your life have an impact on how your “see” the world?);
* **Select an IR thinker** (see list below; if you have an IR thinker *not* listed, please see me or your TA for approval) **and understand their personal “story”**;
* **Select and read a specific piece/section of academic work** (at least 10 pages) written by the selected IR thinker;
* **Write about the IR thinker’s personal narrative and whether it may have influenced a specific idea/theory they developed or espoused**; and
* Students are encouraged to write about themselves and the IR thinker in a **comparative manner**, where possible

**Length: 500-1,250 words**; use references as required

**Some IR Thinkers**

|  |  |  |  |
| --- | --- | --- | --- |
| **Realism**  E. H. Carr  Robert Gilpin  Susan Strange  George Kennan  Hans Morgenthau  Kenneth Waltz  John Mearsheimer  **Constructivism**  Alexander Wendt  John Ruggie  Nicholas Onuf  Martha Finnemore  Kathryn Sikkink  Judith Kelley  Michael Barnett | **Liberalism**  Michael Doyle  Francis Fukuyama  David Held  Robert Keohane  Mary Kaldor  Martha Nussbaum  **Post-Structuralism, Critical Approaches**  R. B. J. Walker  Richard Ashley  Cynthia Weber  James Der Derian  David Campbell  Jenny Edkins  Lene Hansen  Roxanne Doty | **Marxist, Critical Theory**  Robert Cox  Andre Gunder Frank  Johan Galtung  Immanuel Wallerstein  Angela Davis  Andrew Linklater  Keeanga-Yamahtta Taylor  **Feminism**  Jean Bethke Elshtain  Cynthia Enloe  J. Ann Tickner  Christine Sylvester  Kimberly Hutchings | **English School**  Hedley Bull  Martin Wight  Barry Buzan  Andrew Hurrell  **Postcolonial IR**  Edward Said  Frantz Fanon  Gayatri Spivak  Achille Mbembe  Gurminder Bhambra **Historical Sociology**  Anthony Giddens  Charles Tilly  Benedict Anderson |

**You may want to consult:** Martin Griffiths, *Fifty Key Thinkers in International Relations* (London: Routledge, 2007), E-book (Available online; York University library)  
**For further reading:**

* Stephen Gill, *Power and Resistance in the New World Order* (New York: Palgrave, 2008), Chapter 1: “Personal, Political and Intellectual Influences”, pp. 1-10.
* Ilan Kapoor, ‘Hyper-self-reﬂexive Development? Spivak on Representing the Third World ‘Other’,’ *Third World Quarterly*, 25, 4, 2004.
* Morgan Brigg and Roland Bleiker, “Autoethnographic International Relations: Exploring the Self as a Source of Knowledge”, *Review of International Studies*, 36, 3, 2010.
* Naeem Inayatullah and Elizabeth Dauphinee, *Narrative Global Politics: Theory, History and the Personal in International Relations*, 2016
* Theory Talks [http://www.theory-talks.org]

**AUTOBIOGRAPHICAL REFLEXIVITY: THE SELF AND IR THINKERS – ESSAY EVALUATION**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Understanding of Assignment**  - Did you select an IR thinker and discuss their personal story  - Did you provide your own personal story/narrative  - *Main question:* do personal narratives have an impact on how one views the world, why or why not? | / 10 |
| **Analysis**  - *Did you answer the main question:* do personal narratives have an impact on how one views the world, why or why not?  - Did you provide the personal story of the IR thinker and if their personal story had an influence on their thinking/writing  - Did you provide your own personal story/narrative – does that influence how you look at the world  - Did you attempt to compare the experience of the self (you) and the IR thinker, to answer the main question | / 50 |
| **Research**  - Did you include a discussion of at least one piece/section of academic work by the IR thinker (at least 10 pages)  - Did you consult other academic sources | / 20 |
| **Style**  - Is the essay free from grammatical errors, typos and spelling mistakes?  - Are the sentences well-structured and varied?  - Is paragraphing logical?  - Is the paper easy to read? | / 20 |
| **TOTAL** | / 100 |
| **Comments** | **Grade: ( /100) = ( / 15)**  **Late Penalty:**  **FINAL GRADE: ( / 15)** |

**IR THEORY AND PRACTICE: COMPARATIVE ESSAY EVALUATION**

Student Name: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Very Good/Satisfactory/Problematic***

|  |  |
| --- | --- |
| **ARGUMENT**  **(50%)** | **Excellent (46-50)**  **Very Good/Minor Errors (41-45)**  **Good (35-40)**  **Fair/Satisfactory (30-34)**  **Weak/Serious Problems (<29)** |

**Focus/Sense of Purpose\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **□** | **□** | **□** | Main thesis/argument is clear and immediately identifiable |
| **□** | **□** | **□** | Thesis statement answers/addresses question decisively and directly |
| **□** | **□** | **□** | Introduction outlines your key argument(s) |
| **□** | **□** | **□** | Thesis is kept in focus throughout the body of the essay |

**Content/Support \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **□** | **□** | **□** | Analysis, rather than description, dominates the paper |
| **□** | **□** | **□** | Effective comparison of two IR theories/approaches |
| **□** | **□** | **□** | All claims and observations are adequately supported with the use of academic evidence |
| **□** | **□** | **□** | Obvious criticisms of your position are considered |

**Organisation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **□** | **□** | **□** | Introduction, body and conclusions are clear, and clearly linked together | |
| **□** | **□** | **□** | Paragraphs are unified around one point, and clearly linked to the central argument | |
| **□** | **□** | **□** | There is a logical order of ideas, and no excessive repetition | |
| **RESEARCH**  **(30%)** | | | | **Excellent (28-30)**  **Very good/Minor Errors (24-27)**  **Good (21-23)**  **Fair/Satisfactory (18-20)**  **Weak/Serious problems (<17)** |

**Research \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **□** | **□** | **□** | Relevant journal articles or books were consulted | |
| **□** | **□** | **□** | Non-academic internet or news sources were not heavily used | |
| **□** | **□** | **□** | Sufficient number and variety of sources was consulted | |
| **□** | **□** | **□** | Evidence of comprehensive knowledge of topic | |
| **STYLE/**  **REFERENCING**  **(20%)** | | | | **Excellent (19-20)**  **Very good/Minor Errors (17-18)**  **Good (14-16)**  **Fair/Satisfactory (11-13)**  **Weak/Serious problems (<10)** | |

**Expression/Style, Referencing and Format \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **□** | **□** | **□** | The prose is coherent, clear and free of jargon | |
| **□** | **□** | **□** | Meanings are clear – there is no need to ‘read between the lines’ | |
| **□** | **□** | **□** | Appropriate, brief, quotations are used selectively; and their relevance is made clear | |
| **□** | **□** | **□** | All words, ideas and data taken from someone else are properly credited to them | |
| **□** | **□** | **□** | Referencing style is correct, coherent and clear | |
| **□** | **□** | **□** | Essay is not significantly shorter or longer than the required length | |
| **Comments** | | | | **Grade: ( /100) = ( /25)**  **Late Penalty:**  **FINAL GRADE: ( /25)** | |