

INTRODUCTION TO INTERNATIONAL RELATIONS AND GLOBAL POLITICS

POL 2103 E

PROFESSOR IVAYLO GROUEV

Winter 2016

Wednesday 13:00-14:30; Friday 11:30-13:00

Course location: SCR002

Office: FSS 7010

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OFFICIAL COURSE DESCRIPTION

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

GENERAL COURSE OBJECTIVES

This is an introductory course to the study of international relations. The purpose of this class is to introduce you to the basic concepts, issues, challenges and debates related to the study of global politics. The main objective of this course is to provide you with some analytical tools that will expand and enhance your understanding of the contemporary political world. We will try to understand some of the factors at the root of the conflicts and cooperation between nation-states, international organizations, and other non-state actors (e.g. multinational corporations, ethnic groups, terrorist organizations, and non governmental organizations). This section will provide students with a theoretical framework that will help understanding the forces that shape the behavior of various actors as they interact in the international arena.

SPECIFIC OBJECTIVES

The course will consist of the following major sections, the first being an examination of some fundamental concepts, e.g. politics, nation-state, IR paradigm. The second section will look at the main theoretical approaches vis-à-vis global politics. The third section will analyze the major government institutions in order to understand their roles, functions, similarities and differences. Therefore, the first objective of this course is to help the students in developing the necessary analytical tools for understanding and analyzing different elements of the world of international relations.

The second objective is to help students to evaluate the reliability, accuracy, and relevance of information. The third objective is to give students the analytical tools necessary to think critically and cogently about contemporary international issues. The fourth objective is to help students to evolve intellectually and to become informed and active participants in the world civic society.

EVALUATION

In this course there will be two tests: **a mid-term (20%)** and **a final exam (30%)**. All exams will follow the same guidelines and format. Each exam will consist of short-answer questions that are factual questions based on the material covered in class and in the readings. There will also be two (2) short essay questions; students will have to answer one (1) of these essay questions. The final exam is cumulative and will be of the same format, only longer. These essays must incorporate the following: A mastery of the factual information related to the question, an understanding of the concepts involved, an ability to synthesize the information into a coherent theme and proper spelling and grammar. A careful reading of the textbook and course-pack is required to do well on the essays.

A critical essay (40%) You are required to write a critical review essay, 8-10 pages (typed), double spaced. You will get additional instruction for this assignment over the term. **Due date: March 18, 2016**

Summary (10%) includes a page single spaced, a clear & concise summary of the main arguments/ideas/observations coming from selected texts from POL 2103 course pack. You will get additional instructions for this assignment over the term.

REQUIRED TEXTS

POL 2103 E Course pack, (available at Ryttec Copy, 404 Dalhousie St. Ottawa, ON, K1N 9J9, (613) 241-2679

FORMAT

Formal lectures: Wednesday: 13:00-14:30; Friday 11:30-13:00

Video presentations: (see below)

Guest speakers: to be confirmed

STUDENT RESPONSIBILITIES

Students are responsible for regular attendance of lectures and for careful attention in the course readings. There will be two exams in this course and one major writing assignment. Students are required to actively participate in the class discussion, especially as it pertains to the debate of recent political controversies. Preparation, including current events and complimentary readings, will be critical, since active participation in the discussion is part of the course requirements.

GRADING

Mid-term	20%
Final Exam	30%
A critical review essay	40%
Participation	10%

It is recommended that students keep all graded materials for the course until after they have received their final course grade. If there is a discrepancy concerning grades, the instructor's recorded grade for an assignment will stand, unless the student has the actual graded assignment with the correct grade. Students should save all typed assignments on their computer or on discs until after grades have posted in order to ensure that no problems arise.

Late Work

Students are to turn in all assignments on the due date by the end of class. Extensions will be granted only in cases of serious illness or family or other emergencies, supported by appropriate documentation. Late assignments will be accepted; a penalty of 5% per late day will apply. If you miss more than 3 discussions you will get 0% for participation. No late assignments will ever be accepted after the final exam. If you miss the mid-term or the final exam you get INC (i.e., fail the course).

SCHEDULE

January 13 **Introduction to the syllabus**
IR current context

January 15 **Why we study International Relations,**
Paradigm(s), Units of analysis, Debates
Theoretical approaches in International Relations
Realism, Liberalism

Marc Genest, "Introduction, What is International Relations Theory," *Conflict and Cooperation, Evolving Theories of International Relations*, Thomson, 2004, p. 1-11 (ISBN -50690-9)

Stephen M. Walt, "International Relations: One World, Many Theories," *Foreign Policy*, 110 (Spring 1998), p. 29-46

Kelly Kate Pease, "Mainstream Approaches," *International Organizations, Perspective on Governance in the Twenty First Century*, 2nd edition, Prentice Hall, N.J, 2004, p.70-97, (ISBN 0-13-045427-3)

- Jan.20 Hans Morgenthau, "A Realist Theory of International Relations" and "Political Power," in Karen Mingst and Jack Snyder, (eds.), *Essential Readings in World Politics*, W.W. Norton Co. 2001, p. 174-179. (ISBN 0-393-97697-1)
- Michael W. Doyle, "Liberalism and World Politics," Karen Mingst and Jack Snyder, (eds.), *Essential Readings in World Politics*, W.W. Norton Co. 2001, p. 39-51 (ISBN 0-393-97697-1)
- Jan.22 **Documentary *The New Brave World*, *People's Century*, PBS**
- Jan.27 **Theoretical approaches to International Relations
Neo-Conservatism, Neo-Marxism**
- John Mearsheimer, "Hans Morgenthau and the Iraq War: Realism Versus Neo-Conservatism," opendemocracy.com, posted May 19, 2005. <http://mearsheimer.uchicago.edu/pdfs/A0037.pdf>
- Charles Krauthammer, "The Neoconservative Convergence," *Commentary* (July 5, 2005).
<http://www.frontpagemag.com/Articles/Printable.asp?ID=18654>
- Jan.29 Robert. W. Cox, "Gramsci, Hegemony, and International Relations: an Essay in Method, " in Robert W. Cox and Timothy J. Sinclair (eds), *Approaches to World Order*, Cambridge University Press, 1996, pp.124- 43. (ISBN 0 521 46651 2)
- Febr. 3 Documentary, Media Education Foundation, 2006
- Febr. 5 **Alternative approaches to International Relations**
- Alexander Wendt, "Anarchy is What States Make of It, The Social Construction of Power Politics in Marc Genest "*Conflict and Cooperation, Evolving Theories of International Relations*, Thomson, 2004, p. p.257-261, (ISBN -50690-9).
- David Campbell, "Poststructuralism," T.Dunne, M. Kurki, St. Smith eds, *International Relations Theories, Discipline and Diversity, third edition*, Oxford, 2013, p.223-247 (ISBN-978-0-19969601-7).
- J. Ann Tickner, "Man, State, and War: Gendered Perspective on National Security," in Karen Mingst and Jack Snyder, *Essential Readings in World Politics*, W.W. Norton, New York, 2001, p.60-70. (ISBN 0-393-97697-1)

Febr.10

Reaction paper #1

George Bush, "The National Security Strategy of the United States of America," in *Crosscurrents in International Relations*, Thomson, Toronto, 2005, p. 97-110.

Neta C. Crawford, "The Slippery Slope to Preventive War," in Mark Charlton, *Crosscurrents in International Relations*, Thomson, Toronto, 2005, p.111-119, (ISBN – 13-978-0-17-641502-0)

Febr.12

From the League of Nations to the United Nations

Robert Riggs and Jack Plano, United Nations in Historical Perspective, *The United Nations, International Organizations and World Politics*, Chicago, The Dorsey Press, 1988, Chapter 1, p.1-21. (ISBN 0-256-06061-4)

Akira Iriye, "Towards Global Community," The United Nations" in *Global Community, The Role of the International Organizations in the Making of the Contemporary World*, University of California Press, 2002, p.157-193. (ISBN -0520-23127-9).

Febr.24

Mid term exam – in class

Febr.26

Behind the Curve – Human Security Paradigm and International relations: a few case studies

"Humanitarian Intervention: Definition and Criteria", The Centre for Strategic Studies (CSS), *Strategic Briefing Papers*, Volume 3; Part 1; June 2000 ISSN 1175-1452 pp.1-4

Nicholas J. Wheeler and Alex J. Bellamy, "Humanitarian Intervention and World Politics", in John Baylis and Steve Smith (eds.), *The Globalization of World Politics, An Introduction to International Relations*, Second Edition, Oxford University Press, 2001, pp. 470-491, (ISBN 0-19-878263-2)

Edward P. Joseph, "Bystanders to a Massacre How the U.N. Failed Srebrenica," *Washington Post*, Sunday, July 10, 2005; page. B04

Srebrenica Report, Report of the Secretary General Pursuant to General Assembly Resolution 53/35 (1998) available at <http://www.haverford.edu/relg/sells/reports/UNsrebrenicareport.htm>

- March 2 **Rwanda genocide**
 Rwanda Report, "Report on the Independent inquiry into the actions of the United Nations During the 1994 Genocide in Rwanda, Security Council, UN, 16 October, 1999.
 available at <http://www.un.org/News/dh/latest/rwanda.htm>
- Romeo A. Dallaire *Shake Hands with the Devil: The Failure of Humanity in Rwanda*, Random House, 2003, pp. 511-522.
- March 4 Documentary: PBS, 1999, 50 min.
- March 9 Key speaker Philibert Muzima, Rwanda genocide survivor president of Humura Association, Ottawa (to be confirmed)
- March 11 **Humanitarian intervention & NATO**
- Madeleine Albright, "US policy towards the crisis in Kosovo", pp.1-7
- Claudio Cordone and Avner Gidron, "The Kosovo Conflict, NATO on Trial," *Le Monde Diplomatique*, July 2000, pp.1-6
- Alan W. Dowd, "NATO After Kosovo, Towards "Europe Whole and Free," *Policy Review*, January 2002, p.1-10.
- Dennis, Kucinich, "What I learned from the War," *The Progressive*, Madison, 1999, p.8-14.
- Robert Gates: Transcript of Defense Secretary Gates's Speech on NATO's Future, Wall Street Journal, **June 10, 2011**,
<http://blogs.wsj.com/washwire/2011/06/10/transcript-of-defense-secretary-gatess-speech-on-natos-future/>
- Ismael Hossein Zadeh. "Why Regime Change in Libya?" *Counterpunch*, June 17-19 2011
- Micah Zenko, "Think again: Libya", *Foreign Policy*, June 19, 2011
- March 16 **Documentary: Moral Fight** BBC, 2002

March 18 Key note speaker DND Canadian Air Force
to be confirmed)

March 23 **Narrating the Post Cold War World Order(s)**

Richard Falk, "World Orders, Old and New," in St. Spiegel, J
Taw, Fr. Wehling, Kr. Williams (eds.), *Readings in World Politics , A
New Era*, Thomson, Toronto, 2005, p. 307-313 (ISBN 0-15-506055-
4)

Robert Kaplan, *The Coming Anarchy: Shattering the Dreams of the
Post Cold War*, Random House, 2001, pp. 169-185.

March 30 Benjamin Barber, "Jihad and McWorld in the New World Disorder",
in *Jihad vs McWorld*, Balantine Books, New York, 1996, p. 219-235.

Francis Fukuyama, "The End of History?" in *International
Organizations: Quo Vadis?* Pearson, 2010, p. 7

April 1, Samuel Huntington, "The Clash of Civilizations", in Mark Charlton,
Crosscurrents in International Relations, Thomson, Toronto, 2005,
p.53-72, (ISBN – 13-978-0-17-641502-0)

Charles Krauthammer, "The Unipolar Moment" in *International
Organizations: Quo Vadis?* Pearson, 2010, p. 34

April 6 Niall Ferguson, "Hegemony or Empire?" *Foreign Affairs*,
September/October 2003)
<http://www.mtholyoke.edu/acad/intrel/bush/ferguson.htm>

April 8 **Reaction paper #2**

**Will American Hegemony Produce a Better World for
Everyone?**

Robert Kagan, "The Benevolent Empire," in Mark Charlton,
Crosscurrents in International Relations, Thomson, Toronto, 2005,
p. 5 (ISBN – 13-978-0-17-641502-0)

Richard Falk, "Will the Empire be Fascist?" in Mark Charlton,
Crosscurrents in International Relations, Thomson, Toronto, 2005,
p.111-119, (ISBN – 13-978-0-17-641502-0), " in Mark Charlton,
Crosscurrents in International Relations, Thomson, Toronto, 2005,
p.13 (ISBN – 13-978-0-17-641502-0)

Preparation for the final exam

Essay Writing

Unfortunately there is no simple answer to how to write an essay. However, there are general principles you can follow. Remember that by giving you an essay to write, the lecturer is asking you to demonstrate a number of things:

- your ability to use the library effectively to find relevant books and articles on the essay you have been given

- your ability to read and understand the complexities of the material

- your ability to recognize similar and differing viewpoints in what you read

- your ability to pick out relevant ideas from the reading to include in the essay

- your ability to write an essay which critically analyses what you read

What is an essay?

University essays which receive high marks typically are well researched, flow in a logical and clear manner, and are analytical.

It is impossible to write an academic essay without doing adequate research and reading first. The information acquired must then be ordered and each theme is written up as a paragraph.

Finally to demonstrate the student's level of understanding of the material, there will need to be some sort of analysis, comparison or evaluation.

An essay always opens with an introductory paragraph, which, like the one above, sets the scene.

Besides containing background or explanatory information, it needs to outline key points that the essay will address and give a statement of purpose.

The introductory paragraph often opens with a very big, 'global' sentence and then limits the essay focus with a more specific statement (Oshima and Hogue, 1983). Any brief definitions might also be included here or they may form the second paragraph.

The following paragraphs need to be clearly related to the main point and, of course, the essay topic. There should only be one theme in each paragraph. One way of doing this is to start each paragraph with a topic sentence. The whole content of the paragraph must link to this specific topic (Oshima and Hogue, 1983). This should make it easier to decide what supporting material goes into the paragraph and what does not.

In traditional academic essays to be and sound objective is important. There are two ways of achieving this. Firstly it is vital to identify the origin / source of the information.

If quotes are cited, then quotation marks must be used and the author's name, the year of publication and the page number of the quote, must also be included. *If paraphrasing is used, i.e. the author's original text has been rewritten in the student's own words, then the author's surname, year and page number must still be included.* If a brief summary is used or general idea taken from the author, then the in-text reference only needs the author's surname and the year. Secondly, the use of pronouns such as I, you, we, they, our and your, should be minimized in essays for most subjects.

The critical, and perhaps most difficult part of the *essay is the analysis.* This is where you highlight *similarities or differences between authors.* It may require comparing and contrasting the key research. It may require identifying advantages and disadvantages. In brief, this is the section where ideas from different sources are blended together or synthesized.

The final paragraph of the essay *is the conclusion.* It must focus the major points that have been made in the middle paragraphs back to the essay topic and to the key points outlined in the introductory paragraph. A concluding or summarizing statement 'rounds off' the essay.

(Any academic piece of writing will have a reference list but this is on a separate page after the essay and in the format requested by the lecturer).

Source: SLU CALM Resources