

University of Western Ontario: Department of Political Science

POLITICAL SCIENCE 9511A

International Relations

Fall 2022

Mondays 11:30-1:30, Social Sciences Centre (SSC) 7200

Course Director

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Course Description

This course provides students with an advanced introduction to the politics of international relations and foreign policy with an emphasis on contemporary issues and cases. The first part of the course examines different approaches to foreign policy and international relations including realism, liberalism, neoconservatism, libertarianism, populist conservatism, social conservatism, and progressivism. The second part of the course examines the debate between these approaches across different issues and cases. The course also examines the institutions, history, and politics of Canadian foreign policy.

Course Learning Objectives

By the end of this course, students will be able to: describe and apply the key approaches to international relations and foreign policy; recognize and critique the application of these approaches across key debates in international relations; acquire knowledge of the history of the international system including key institutions, actors, and events; acquire knowledge of contemporary policy issues and debates in international relations; demonstrate an understanding of Canada's role in global affairs including key institutions, actors, and events; identify and describe some of the key tools and techniques of foreign policy; acquire knowledge of and apply research skills related to primary and secondary documents; communicate ideas regarding the nature of international relations in a variety of written and oral mediums to a diverse set of audiences.

Course Structure

This is planned as an in-person course with 2-hour weekly seminars comprised of class discussions focused around the readings assigned for each week. If it becomes an online course due to Covid, weekly seminars will be conducted synchronously on Zoom in the scheduled class time. In either case, attendance and participation are required.

Required Readings

All course readings are posted on the course OWL website in the 'Resources' folder and then the 'Readings' folder under their specific week. All readings in the folders are required readings.

Course Assignments

MA Students

Weekly Reading Analyses	30%	
Seminar Participation	20%	
Reading Introductions	20%	
Research Essay	30%	Due Friday 21 Oct on OWL

PhD Students

Weekly Reading Analyses	30%	
Seminar Participation	20%	
Leading a Seminar	20%	
Research Essay	30%	Due Friday 21 Oct on OWL

Assignment Due Dates

All assignments are due on OWL by 11:55 p.m. on the due date. After that, they will receive the late penalty designated for each assignment. All assignments must be submitted as PDF or Word files.

Sunday nights	Weekly reading analysis as per the course topic schedule (see p. 5) The written portion of your 2 Reading Introductions as per the assigned schedule
21 Oct (Friday)	Research Essay due on OWL
24 Oct (Monday)	Essay hard copies due in class
4 Dec (Sunday)	All weekly reading summaries submitted as a single document

ASSIGNMENT DETAILS

Weekly Reading Analyses

For every class (except the first class), students must submit a 1 page, typed, single-spaced analysis of that week's readings. The analyses must be in sentence format with your name typed at the top.

The analyses should summarize some of the key arguments, themes, concepts, and/or examples from the readings (not the PPTs) with an emphasis on points related to the discussion questions for each week (see below in the weekly schedule). They should also include a few of your own thoughts on the discussion questions. The analyses should be organized by theme and/or the listed discussion questions and aim to synthesize the material from the different readings. They should NOT be a reading-by-reading summary. The analyses must also include quotations and page citations from the readings using the in-text, bracketed format with the author surname and page number: e.g. (Smith, 345). No bibliography or endnotes are required. The aim is to demonstrate that you have done the readings and engaged with the main points rather than trying

to summarize every concept/reading. Just summarize/analyse the key arguments, themes, and/or discussion points and don't worry about trying to cover every point, discussion question, or even every reading. Don't overthink it. I'll will focus on effort. An example is posted in the OWL site.

Weekly reading analyses are due on OWL by 11:55 p.m. on the day before the class. After that, each late analysis will drop the overall grade by 2/100. All analyses must be submitted as PDF or Word files. The weekly summaries must be saved and then submitted as a single document to turnitin.com through the course OWL site by 11:55 p.m. on the day before the last class.

Students will receive comments on their first summary only to ensure they understand what is expected. Summaries will be graded as a whole at the end of the term based on:

- covering the most important readings, concepts, and/or discussion questions (and not just the short readings)
- the amount of detail included from the readings
- strong use of relevant quotes and page citations
- good organization and synthesis of the material

Seminar Participation

Participation grades will be based on active participation in class discussions. For every class, your participation will be assessed as zero, low, medium, or high based on the quantity and quality of your contributions. These assessments will then be used to determine an overall participation mark relative to the rest of the students. Therefore, if your participation is average compared to the other students over the whole of the course, you will receive an overall participation grade of B+. If your participation is above or below the average compared to the other students, you will receive an overall participation of above or below B+. For example, perfect attendance with low participation will result in a low B grade. Attendance will be taken and participation marks will be deducted for any classed missed without a documented accommodation.

Two Reading Introductions (MAs)

Each MA student will write and present a 1 page, typed, single-spaced analysis of one of the weekly readings on two separate occasions. Specific readings/dates will be assigned at random and a list will be posted on the OWL site. Students can only swap introductions if they must miss the assigned class due to an accommodation. Each written analysis is of the single assigned reading and is in addition to the weekly reading analysis on that week's readings as a whole. The single reading analysis should: summarize the reading's main arguments, key concepts, examples, or points of interest; analyse and/or critique the arguments, evidence, etc. in general and in terms of the discussion questions; and provide 2 of your own questions for discussion. In the seminar class, the student will introduce the reading in a 5-10 minute informal presentation based on their written analysis. These introductions will be verbal only (no PowerPoints or standing in front of the class). You will only be marked on content and NOT presentation style.

Leading a Seminar (PhDs)

Each PhD student will be responsible for leading one of the weekly seminar classes. The specific week will be assigned by the course instructor. The purpose is to provide PhD students with professional development related to teaching a seminar course. You should start by reading the discussion questions and readings for that week. Determine the key theory, concepts, etc. that you

need to ensure the class understands, and the key arguments, etc. that will be useful and interesting to discuss. You may organize the seminar in any manner you choose bringing in techniques you have seen in other classes, read about, or heard about through word of mouth. Examples can include: some informal lecturing to ensure key concepts are understood; presenting on some of the readings yourself; discussion on a reading-by-reading or concept/theme basis; showing short videos; breaking the class into sub-groups with assigned discussion questions or a recent op-ed to read; etc.; etc. You cannot assign any extra pre-class work for the other students, but you will have 2-3 students giving reading introductions and I will also contribute somewhat to clarify concepts as necessary. Run the seminar in a respectful and professional manner making space for differing viewpoints and shy students. Don't be afraid to experiment somewhat as you will be marked on effort and not on whether everything works perfectly. You need to come up with a rough plan at least one week before your assigned seminar and have it approved by the course instructor – nothing formal as we can just chat about it. I'm also happy to answer any questions about the material or provide advice on running the seminar. Students that miss their assigned seminar without an accommodation will receive a 10 percent late penalty. With or without the accommodation, the student will then be assigned a new seminar date if possible or an alternate assignment.

Research Essay

Each student will complete one research essay, with 12-15 typed double-spaced pages of text plus a title page, endnotes, and bibliography as per the Citation Guide. You must choose topics where the specific research, arguments, and/or writing does not significantly overlap with other papers you have done or are doing for other classes. An e-copy of the paper must be submitted to turnitin.com through the course OWL site by 11:55 p.m. on the due date. Extensions will only be given for documented illnesses, emergencies, etc. and will not be given for workload. Late assignments will be penalized at a rate of 3% per day including weekends to a maximum of 10%. Students will choose one of the following essay formats:

1. Research the Prescriptive Debate Between Two Approaches Over a Foreign Policy Issue

Pick a Canadian or US foreign policy issue/country. Pick two of the approaches to foreign policy that disagree on the issue (i.e. realism, liberal internationalism, neoconservatism, populist conservatism, social conservatism, libertarianism, or progressivism). Research the views of key actors from the two approaches using academic articles, primary documents, and media reports and argue in favour of one side. You can use readings from the course but must use other academic writings, think tanks reports, and/or statements by politicians and media commentators associated with the approaches. See the List of Left-Right Actors for key individuals and institutions associated with each of the approaches. Also see the Finding Research Sources document for some useful tips.

2. Research the Causes of a Specific Trend, Event, Policy Decision, Etc.

Pick a specific trend, event, policy decision. etc. in which you are interested in explaining the causes. Review the recent academic literature and outline what has been written so far in terms of explaining the causes. Identify what arguments have been made, any debates that exist over causes, what different factors have been focused on, and what theories and methods have been used. Then

conduct your own research on the issue to support or challenge an existing argument or make a new argument about the most important causal factors. The essay must be framed and organized as an argument about which causal factor or factors are most important and which are less important. See the Finding Research Sources document for some useful tips.

Academic Offenses and Plagiarism

Scholastic offenses are taken seriously and students are directed to read the university policy at:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

Avoid these plagiarism mistakes:

- Do not copy and paste from your own previous essays. You can use some research and sources from previous essays, but not the same words. Even if you adjust the wording a little, turnitin will pick it up. It shows us your paper, the full original paper you copy-and-pasted from, and then highlights the exact words and sentences that overlap. Turnitin will also tell us when and to what course the original paper was submitted.
- Do not copy and paste from other people's essays, online sources, etc. and then try adjusting some of the words or deleting/reordering the odd sentence. Turnitin will pick it up. Turnitin searches all essays that have been submitted to universities around the world since turnitin was created as well as all online sources including media articles, academic articles, blogs and websites.

Turnitin.com

As noted above, course assignments must be submitted electronically to turnitin.com (available through the course website and under license to the University). Please be advised that: All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com.

COURSE SCHEDULE

Sept. 12 Course Introduction

This class introduces the course. It will include a discussion of the course outline and requirements as well as a short discussion on the different approaches to foreign policy and how they are promoted by different factions within US and Canadian political parties. There are NO required readings or weekly reading analyses due this week.

Sept. 19 Neoconservative and Realist Approaches: The Iraq War

This class examines the realist and neoconservative approaches to foreign policy in general and through a case study of the 2003 US invasion of Iraq.

Discussion questions:

- What is the main argument of each reading and how might you critique them?
- What are the key principles of, and differences between, the neoconservative and realist approaches to foreign policy? Which intellectuals, politicians, and parties are associated with each approach?
- What are the basic historical details of the Iraq invasion case?
- How did the US invasion of Iraq reflect neoconservative ideology? How did realists criticize the invasion?
- Has/should the invasion discredited the neoconservative approach to military intervention?
- What causal factors explain Canada's decision not to participate in the Iraq invasion compared to Australia? Should Canada have supported the US during the invasion?

Sept. 26 Libertarian and Progressive Approaches: Trade and Inequality

This class examines the libertarian (economic neoliberal) and progressive approaches to economic and foreign policy in general and through a case study of the ongoing debates over international trade and economic globalization.

Discussion questions:

- What is the main argument of each reading and how might you critique them?
- What are the key principles of, and differences between, the libertarian (economic neoliberal) and progressive approaches to international trade and economic globalization?
- Which approach do you think offers the better guide to economic policy and why?
- What is the concept of 'policy competition' and how have views concerning it affected the evolution of the debate over trade and globalization? How does it relate to the Trudeau government's notion of 'progressive trade' and Biden's global minimum corporate tax?
- What are the views of libertarians and progressives on other foreign policy issues such as national security, immigration, foreign aid, and the United Nations? Which intellectuals, politicians, and parties are associated with each approach?
- As in the 'Saving Globalization' article, what do many liberal internationalists advocate on trade?

Oct. 3 Liberal and Populist Conservative Approaches: International Institutions

This class examines the liberal internationalist, populist conservative, and social conservative approaches to foreign policy in general and through their views on international institutions.

Discussion questions:

- What is the main argument of each reading and how might you critique them?
- What are the main assumptions of liberal internationalism and why does it strongly support international cooperation and institutions?
- What are the key principles of, and differences between, the populist (or paleo) conservative approach and the social (or religious) conservative approach?
- Why do different types of conservatives oppose the UN and other international institutions?
- Should the US defund the UN?

Oct. 10 Thanksgiving No Class

Oct. 17 Canadian Foreign Policy: Competing Approaches and Canada-US Relations

This class examines the different approaches to foreign policy in the Canadian context as well as current concerns over the state of US democracy, the freedom convoy, and the implications for Canada-US relations.

- What is the main argument of each reading and how might you critique them?
- Which approaches do human security and middle power internationalism reflect and why?
- Which approach/approaches did the Harper government's foreign policy reflect and why?
- Which approach/approaches has the Trudeau government's foreign policy reflected and why?
- How would you evaluate the Harper vs Trudeau approaches to foreign policy and which do you think is best for Canada going forward? What changes would you make to Canada's foreign policy?
- Why do some prominent commentators think the US may be heading for either civil war or authoritarianism? How valid are these concerns?
- What foreign policies characterized the Trump presidency? How likely is it he could be re-elected? If he is re-elected, what are the pros and cons for Canada?

OCT. 21 FRIDAY ESSAYS DUE BY 11:55 PM ON OWL

Oct. 24 Categories, Labels, and Norms in IR: WMDs and BRIC

This class examines how processes of categorization, labelling, and normalization/stigmatization influence the behaviour of state and non-state actors in international relations. Cases examined include different categories of weapons and states. **ESSAY HARD COPIES DUE IN THIS CLASS.**

Discussion questions:

- What is the main argument of each reading and how might you critique them?
- What role did categorization, labels, and stigmatization play in the emergence of the nuclear and chemical weapons taboos? Do these taboos actually constrain state behaviour?
- What is the genealogical method?
- How did the BRIC category emerge and how did it influence actor behaviour?
- What are other categories of states? What categories and labels are present in an issue area that interests you and how might they matter?
- How can stigmas/norms be deliberately reframed? How did the military attempt to de-stigmatize the use of mercenaries?
- Is stigmatization a good strategy for anti-fossil fuel advocates?
- Why do the pro-choice and pro-life movements care about Hollywood? How could these techniques be applied in an international relations or foreign policy context?

Oct. 31 Fall Reading Week - No Class

Nov 7 Gender Norms in IR: Militarism and Feminist Foreign Policy

This class examines how gendered norms are constructed and normalized and how this creates different forms of bias.

Discussion questions:

- What is the main argument of each reading and how might you critique them?
- According to Lakoff, how do gendered understandings of the family inform the broader views of conservatives and progressives? Do you think his model has explanatory power?
- What are gender norms and how do they contribute to militarism? How could they be challenged?
- What is the anti-feminist backlash at the UN and how does it relate to the different approaches to foreign policy?
- What are the different components of feminist foreign policy and what do/would the different approaches to foreign policy have to say about feminist foreign policy?
- What are some of the key insights of feminist international political economy and how well do they apply to issues of international trade?

Nov. 14 Racialized Norms and Postcolonialism in IR: Constructing ‘Others’

This class examines how racialized categories are constructed and normalized and how this creates different forms of bias. It also examines the concepts and insights of postcolonial analysis.

Discussion questions:

- What is the main argument of each reading and how might you critique them?
- How and why is ethnicity constructed and reproduced based on categories, labels, and the content of categories? What role does identity play in ethnic violence?
- What is ‘primordialism’, the notion of ‘the other’, and ‘orientalism’?
- How do racialized representations of Islam, Africa, etc. influence western foreign policy?
- What is ‘postcolonialism’ and what does it argue in relation to human rights?
- How do elites use race, ethnicity, and nationalism to serve their own interests?

Nov. 21 Russia, Ukraine, and NATO

This class examines key eras and developments in Russia’s modern history, current issues in NATO-Russia relations, and what the different approaches advocate in terms of dealing with Russia.

Discussion questions:

- What is the main argument of each reading and how might you critique them?
- What are some of the key developments in Russia’s modern history and what are the current issues in Russia’s relations with the West?
- What are the realist and neoconservative views on Russia’s actions towards Ukraine and what NATO should do about it? How do they compare to the realist and neoconservative views on the Iraq war? How do they differ from NATO’s current approach and which is the best approach?
- Possible videos: War in Ukraine: Did NATO Provoke Russia? | The Agenda 38 mins or John Mearsheimer on Who Gains The Most From The Ukraine-Russia War & What Could End Putin's Assault 23 mins. Video on Russian influence operations.

Nov. 28 The Rise of China

This class examines key eras and developments in China's modern history, current issues in China's relations with the West, and what the different approaches advocate in terms of dealing with China.

Discussion questions:

- What is the main argument of each reading and how might you critique them?
- What are some of the key developments in China's modern history and what are the current issues in China's relations with the West?
- What have and do the different approaches advocate towards China and why? How would you critique the approaches and which do you think offers the best path forward?
- What lessons do Russia's actions in Ukraine offer China and the West over the issue of Taiwan?

Dec. 5 Nuclear Proliferation: Iran and North Korea

This class examines key concepts related to the issue of nuclear proliferation, the basic history of US-Iran and US-North Korea relations, and what the different approaches to foreign policy advocate in terms of dealing with these countries.

Discussion questions:

- What is the main argument of each reading and how might you critique them?
- What is the nuclear triad and does MAD work?
- What are some of the key developments in US-Iran and US-North Korea relations?
- What do the different approaches advocate in terms of dealing with Iran and North Korea's nuclear programs? How would you critique the approaches and which do you think offers the best path forward?
- Was Trump right to pull out of the JCPOA Iran deal? Is Biden correct to pursue a new Iran deal?