

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF POLITICAL SCIENCE
POLI 2231E-650: International Relations

Course Information: Fall 2011-Winter 2012

Instructor Information: Dr. P. Gecelovsky

E-mail: pgecelov@uwo.ca

Online Office Hours: 9-10pm Tuesday and Thursday or by arrangement

COURSE DESCRIPTION AND OBJECTIVES

Welcome to the online section of International Relations! This is an introductory course in International Relations that seeks to provide you with the analytical tools needed to examine and understand the happenings of the world in a more sophisticated manner. To this end, the course is divided into four parts: (i) an historical overview of the International Relations (IR) discipline; (ii) an introduction to the main analytical approaches used in IR; (iii) an examination of some of the important structures; and (iv) a look at some relevant current issues. A second, and equally important, objective of the course concerns skill development. In particular, the assignments emphasise organizational abilities, time management, reading skills, writing skills, synthetic, analytical and critical thinking, and personal initiative.

The prerequisite to successful completion of the course is 'time and effort' on your part. To ensure that you benefit fully from your educational experience, it is important that you: (1) read the required material; (2) complete assignments on time; and, (3) seek assistance if needed. You are also expected to stay informed of the happenings in the world around you. This can be accomplished by reading a newspaper (The Globe and Mail, The National Post, The Washington Post, or The New York Times are the preferred options), by reading a weekly magazine (The Economist), by listening to the radio (CBC, NPR, or BBC), and/or by watching television (CNN, BBC, CBC Newsworld).

IMPORTANT NOTICE RE PREREQUISITES/ANTIREQUISITES

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis for appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

Office of the Dean, Faculty of Social Science

REQUIREMENTS

(1) TEXT:

John Baylis, Steve Smith and Patricia Owens, Eds. The Globalization of World Politics: An Introduction to International Relations. 5th ed. Toronto: Oxford UP, 2011.

Any additional readings will be posted on WebCT.

(2) ASSIGNMENTS:

(A) Seminar Papers	60
(B) Response Papers	30
(C) Music/Film Review	10

Due Dates for Assignments:**Fall Semester:**

Seminar Paper 1:	September 22
Seminar Paper 2:	October 13
Seminar Paper 3:	November 3
Seminar Paper 4:	November 24
Response Paper 1:	December 1

Winter Semester:

Seminar Paper 5:	January 19
Music/Film Review:	January 26
Seminar Paper 6:	February 9
Seminar Paper 7:	March 1
Seminar Paper 8:	March 22
Response Paper 2:	April 5

Basic Requirements for Assignments: All papers submitted must meet the following requirements concerning margins, line spacing, font size, cover page format, and format. Papers written for this course are to follow the standard page format. That is, papers are to have one inch margins on both the left and right sides and the top and bottom of the page. Papers are to be double-spaced. Acceptable font sizes are 10-12 characters per inch Times New Roman. Papers must include a cover page indicating the title of the paper, the name(s) and student number(s) of the author(s), my name (spelled correctly), the course number and the date. Papers should also **include a word count on the last page of the written portion of the assignment** (i.e. before end notes, if any). Finally, papers are to be in Word or PDF format.

(A) Seminar Papers: The papers should be two-three pages in length (500-750 words) and should analyse an interesting or significant point raised in the reading(s). The purpose of the papers is to analyze the content of the reading, not repeat what the author(s) has written; the papers are analytical in form, not descriptive. The paper should not be a restatement of the reading(s) but rather an analysis of a relevant issue or argument put forward by the author(s). Remember I have read the readings and am familiar with the content. When preparing the seminar papers, you should keep in mind the following questions:

- (a) What is the main argument?
- (b) What evidence is provided to support the thesis?
- (c) Is the evidence provided convincing? Is it connected with the thesis?
- (d) Is there an analytical approach used to provide an explanation for the main problem?
- (e) What, if any, underlying assumptions guide the analysis?
- (f) How does this reading compare/contrast with other required readings in the course?
- (g) Does my paper go beyond description or reiteration of the reading?
- (h) What is the thesis statement in my seminar paper? Is it clear? Is it supported?

You are required to write a minimum of **eight** seminar papers covering the material from the course readings. This is broken down into four seminar papers per semester. Of the four seminar paper per semester, one is to be written on a required chapter in the text per semester (McGrew in the fall semester and Bellamy and Wheeler in the winter semester) and the remaining three are divided among the sections of the course. You have some choice in determining the specific chapters on which the remaining three seminar papers are written. This was done so that you may select those topics in which you have greater interest. Further, you may write more than four seminar papers and the best four from each semester will be used in calculating the final grade.

Fall Semester:

Part One: Introduction and Historical Context

REQUIRED: Topic 1: McGrew, Chap.1: Globalization and global politics

Part Two: Analytical Approaches

Three papers from Topics 3-10.

Winter Semester:

Part Three: Structures

Two papers from Topics 11-14. You must write a paper from two different Topics (e.g. you cannot write a paper from each of the readings covering International Security).

Part Four: Issues

One paper from Topics 15-24

REQUIRED: Topic 25: Bellamy and Wheeler, Chap.31: Humanitarian intervention in world politics

(B) Response Paper: You will be required to write two response papers, one each semester. The response paper will be an argumentative essay related to the course material. You will have one week to prepare your written response. Responses will span a maximum of four pages (1,000 words) in length. Each is worth 15 per cent of the final grade. The question to be answered will be posted on WebCt for the Fall Semester on November 24 and for the Winter Semester on March 22. The answers will be due one week later.

(C) Music/Film Review: You have a choice of either doing a film or music study to obtain marks in this section. This section is worth ten per cent of the final grade.

(i) Film: Many Hollywood movies have dealt with the subject of the international relations (e.g. espionage, Cold War, Vietnam War, WWII, Gulf War, terrorism, economics, etc.). For this assignment, you will need to rent, or borrow from the university or public library, a movie whose major theme is international relations, watch it, and write a three-four page report (750-1000 words) on the movie. The report should discuss the relationship between the film and international relations, particularly the predominant analytical approach portrayed in the film (i.e. Realism, Marxism, etc.) and the movie's effectiveness in getting its message across to viewers. Other issues that may be discussed include, the film's portrayal of war (e.g. does it glorify war?), peace, the combatants, the effects of war on society, etc. A sample list of appropriate movie titles will be posted on WebCT in the third week of class.

(ii) Music: You will need to find five songs that deal with some aspect of international relations (e.g. international conflict, the capitalist system, international protest, etc). Once you have found your songs, you will download them (please no illegal copies), copy out the lyrics, and write a three-four page report (750-1000 words) discussing the relationship between the songs and international relations (how does each song relate to international relations?), as well as the effectiveness of the song in getting its message across to listeners.

GRADING

(A) Grading of Papers: All assignments will be graded according to the marking rubric found at the end of the syllabus. Papers will be graded and returned within two weeks of submission. Early submission of assignments is much welcomed.

(B) Plagiarism and Intellectual Dishonesty: SEE APPENDIX BELOW

(C) Late Penalties: Papers are due on the assigned dates and a late penalty will be assessed to any papers not submitted by the end of the day (i.e. midnight Eastern Standard Time) on the due dates. The due date for the written assignment will be followed strictly. **NO EXCEPTIONS WILL BE MADE**. The penalty for late submission will be a one percentage point per day reduction in the grade. Assignments will not be accepted for grading five days after the due date. A cautionary note: a computer malfunction of any sort, a work commitment, or a relationship issue are not acceptable excuses for submitting a paper late. That is, a penalty will be assessed.

OFFICE HOURS

I will be available online at the times indicated above to deal with student concerns/issues. If the fixed times are not convenient due to your schedule, an appointment may be made. I expect you to keep appointments that have been made. Students have, in the past, made appointments only to not show up – this is terribly rude and inappropriate behaviour and should not be exhibited. Once scheduled classes end, I will not be maintaining my set online office hours and will be available only on an appointment basis.

Also, I will not respond to emails regarding information listed in the course syllabus (e.g. assignment due dates, values, etc.) The reason for this is that I have provided a course outline which you need to read and understand.

READINGS LIST

The readings list is to some extent tentative. Changes may be made to the list to cover unexpected events, and the publication of new and updated material. The major concern governing changes to the schedule and/or readings is the extent to which the inclusion of the aforementioned items will increase your understanding of the field of study. All readings are required unless specified as recommended. All readings are drawn from the required text.

****FALL SEMESTER****

PART ONE: INTRODUCTION AND HISTORICAL CONTEXT

The purpose of this section is to provide students with an understanding of the subject matter of International Relations, as well as a basic knowledge of recent important historical events. If you are familiar with the history of the 1900-2011 period, the Historical Context material may be skimmed.

Topic 1: Introduction: A Brief Overview

Baylis, Smith and Owens, Introduction
McGrew, Chap.1: Globalization and global politics

Topic 2: Historical Context

Armstrong, Chap.2: The evolution of international society (Recommended)
Scott, Chap.3: International history, 1900-90
Cox, Chap.4: From the cold war to the world economic crisis

PART TWO: ANALYTICAL APPROACHES TO INTERNATIONAL RELATIONS

This section provides an overview of the main analytical approaches to the study of international relations. The basic tenets of each approach are outlined. Students are directed to pay particular attention to how each approach looks at concepts such as anarchy, change, order, security, welfare, justice, etc.

Topic 3: Realism

Dunne and Schmidt, Chap.5: Realism

Topic 4: Liberalism

Dunne, Chap.6: Liberalism

Topic 5: Contemporary Mainstream Approaches

Lamy, Chap.7: Contemporary mainstream approaches: neo-realism and neo-liberalism

Topic 6: Marxism

Hobden and Wyn Jones, Chap. 8: Marxist theories of international relations (pp.132-42 and 144-45)

Topic 7: The English School

Dunne, The English School in International Relations Theories. This reading is not in the text.
A copy will be posted on WEBCT.

Topic 8: Constructivism

Barnett, Chap.9: Social constructivism

Topic 9: Feminism

Tickner, Chap.16: Gender in world politics

Topic 10: Cosmopolitanism

Shapcott, Chap.12: International Ethics

****WINTER SEMESTER****

PART THREE: STRUCTURES

This section of the course looks at some of the important structures that influence international relations.

Topic 11: International Security

Sheehan, Chap.13: The changing character of war

Baylis, Chap.14: International and global security

Topic 12: International Economics

Woods, Chap.15: International political economy in an age of globalization

Topic 13: International Law

Reus-Smit, Chap. 17: International law

Little, Chap.18: International regimes

Topic 14: International Organizations:

Taylor and Curtis, Chap.19: The United Nations

Willetts, Chap.20: Transnational actors and international organizations in global politics

PART FOUR: INTERNATIONAL ISSUES

There are a numerous topics in this section. The reason for this is twofold. First, I want to demonstrate the breadth of issues covered in the study of international relations. Second, I hope that there is a topic of interest for every student in the list provided. It is not expected that you are to read each chapter but rather to read more in depth on those topics in which you have an interest. For example, if you have an interest in international security issues, you might want to read topics 16, 17, and 23 and write your seminar paper on a comparison of the way security is conceptualized in the three chapters. Someone interested in international economic or commercial matters may want to look at topics 21, 22 and 23. Those who find cultural issues of some import may peruse topics 18, 19 and 20. I leave it to you to decide which topics to read and discuss.

Topic 15: Environment

Vogler, Chap.21: Environmental issues

Topic 16: Terrorism

Kiras, Chap.22: Terrorism and globalization

Topic 17: Nuclear Proliferation

Howlett, Chap.23: Nuclear proliferation

Topic 18: Nationalism

Breuilly, Chap.24: Nationalism

Topic 19: Culture

Murden, Chap.25: Culture in world affairs

Topic 20: Regionalism

Best and Christiansen, Chap.26: Regionalism in world affairs

Topic 21: Global Commerce

Watson, Chap.27: Global trade and finance

Topic 22: Development

Thomas and Evans, Chap.28: Poverty, development, and hunger

Topic 23: Human Security

Acharya, Chap.29: Human security

Topic 24: Human Rights

Donnelly, Chap.30: Human rights

Topic 25: Humanitarian Intervention

Bellamy and Wheeler, Chap.31: Humanitarian intervention in world politics

APPENDIX TO UNDERGRADUATE COURSE OUTLINES

DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different political science courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf> ."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/>

<http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. 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 (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

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PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above. Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western

Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

Student Name: _____

Assignment: _____

Criteria	Below Pass	Below Average: 50-59	Average: 60-69	Above Average: 70-79	Good: 80-89	Excellent: 90-100
Introduction / Thesis	- there is an introduction of topic, thesis & arguments	- limited introduction of topic, thesis & arguments	-adequate introduction of topic , thesis and arguments	- above average introduction of topic, thesis and arguments in proper order	-good introduction that grabs interest of reader and states topic, thesis, and arguments in proper order	-excellent introduction that grabs interest of reader and states topic, thesis, and arguments in proper order
	- thesis is unclear	-thesis is weak and lacks an arguable position	- thesis is clear and arguable	- thesis is a clear and arguable statement of position	- thesis is a clear, arguable and a definitive statement	- thesis is a clear, arguable, well developed, and a definitive statement
Quality of Information / Evidence	- a lack of evidence /information is presented which demonstrates an understanding of the reading	- evidence /information is presented which demonstrates a limited understanding of the reading	- evidence /information is presented which demonstrates an adequate understanding of the reading	- evidence /information is presented which demonstrates an above average understanding of the reading	- evidence /information is presented which demonstrates a considerable understanding of the reading	- evidence /information is presented which demonstrates an excellent understanding of the reading
	- little accurate and critical evidence from the reading is presented	- a limited amount of accurate and critical evidence from the reading is presented	- accurate and critical evidence from the reading is presented	-an above average amount of accurate and critical evidence from the reading is presented	- a considerable amount of accurate and critical evidence from the reading is presented	- an exceptional amount of accurate and critical evidence from the reading is presented
Organization / Development of Ideas	-little development of arguments that support the thesis	-limited development of arguments that support the thesis	-adequate development of arguments that support the thesis	-above average development of arguments that supports the thesis	- considerable development of arguments that support the thesis	-excellent development of arguments that support the thesis
	- analysis lacks insight or depth of understanding of the reading	- analysis demonstrates some insight or depth of understanding of the reading	- analysis demonstrates adequate insight or depth of understanding of the reading	- analysis above average demonstrates insight or depth of understanding of the reading	- analysis demonstrates a considerable level of insight or depth of understanding of the reading	- analysis demonstrates a high level of insight or depth of understanding of the reading
	- lacks transition between ideas and paragraphs	- weak transition between ideas and paragraphs	- adequate transitions between paragraphs	- above average transitions between paragraphs	- good transition between paragraphs	- excellent transition between paragraphs
Conclusion	- a lack of summary of topic, thesis and arguments	-there is a summary of topic, thesis and arguments with weak concluding ideas	-adequate summary of topic, thesis and arguments with some final concluding ideas	- above average summary of topic, thesis and all arguments with clear concluding ideas	-good summary of topic, thesis and arguments in proper order with concluding ideas that leave some impact on reader	-excellent summary of topic, thesis and arguments in proper order with concluding ideas that leave a great impact on reader
Language Conventions	- paper is replete with grammar and spelling errors	- paper has many errors in grammar and spelling	-paper has some errors in grammar and spelling	-paper is clear, with mostly proper grammar and spelling	-paper is concise, clear, with consistently proper grammar and spelling	-paper is very concise, clear, with consistently proper grammar and spelling

Comments: _____

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Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

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Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

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