Carleton University   Summer 2024
Department of Political Science
https://carleton.ca/polisci/

PSCI 2601A
International Relations: Global Politics
2:35 p.m. – 5:25 p.m. Tuesdays and Thursdays

Instructor: Dr. Eric Van Rythoven
Office Hours: By Zoom appointment on Thursdays between 11:00am – 1:00pm
Email: EricVanRythoven@cmail.carleton.ca

Contact Policy: Email is the best way to contact me. I normally reply within 24-48 hours, weekends excluded. All email must be through official Carleton university email accounts. For longer questions I recommend scheduling a Zoom appointment.

1. Course Overview

This course provides students with a broad introduction to the study of international politics. The central focus will be a stock taking of the current state of globalization. For decades international politics has been marked by an unprecedented period of global integration and growing interdependence. But in recent years we've seen a series of fractures and disruptions—the Covid-19 Pandemic, the emergence of Brexit, the war in Ukraine, and rising opposition to trade—all of which raise questions over the continuing momentum of globalization. To understand these issues the course will introduce students to the central theories, concepts, and historical perspectives of the academic discipline of International Relations (IR).

2. Aims and Objectives

The central aim of the course is to provide students with a broad introduction to the academic discipline of IR. The course will increase students' general knowledge of international politics, familiarize you with the central theories, concepts, and debates in the field, and help you to understand key processes in international history. The course is divided into two sections. In the first part we'll be looking at a series of key IR theories. These include:

- Liberalism
- Realism
- Marxism & Critical Theory
- Constructivism
- Post-colonialism & Feminism

In the second half we will examine a series of key issues in international politics including:

- Globalization
- International Security and Nuclear Proliferation
- Law and Race in World Politics
- International Organizations and Global Health
- Environmental Issues and Global Indigenous Politics
- Reactionary Politics

By the end of the course students will comprehend key concepts, theories, and debates in the field, identify and analyze important issues in international politics, and be able to generate critical and informed views on current events. This course will also further develop and refine students' writing and reading skills.

3. Course Format

This course will be held synchronously online using Zoom.

4. Required Texts

John Baylis, Steve Smith, and Patricia Owens eds., *The Globalization of World Politics: An Introduction to International Relations, 8th ed*. Oxford: Oxford University Press, 2020.

We will use this textbook in almost every single class. It can be purchased via the Carleton University bookstore or the online retailer of your choice in either hardcopy or electronic edition. A physical copy of the textbook will be available on reserve at the library. All other required readings will be posted on Brightspace.

5. Statement on Generative AI

The use of generative AI for any assignment for this course—with the exception of Grammarly—is expressly forbidden and will be treated as an academic integrity issue.

I also highly recommend students do not use generative AI to create class notes, study guides, practice questions, summarize readings, outline assignments, or for any other academic exercise in this course. I recommend this for two reasons. First, large language models like ChatGPT are notoriously inaccurate. Some people call these errors 'hallucinations' but this reflects a misunderstanding of how these models work. ChatGPT is not designed to tell you what is accurate. It can only tell you what is the statistically likely next word in a string of text based on the data it was trained on.

Second, you are taking this course to develop your own skills and knowledge. Having ChatGPT read an article for you is not going to make you a better reader, expand your vocabulary, or make you more informed about the world. You would not pay to go to the gym and then have someone else exercise for you. You should not pay to take a class and then have an AI do assignments for you.

I reserve the right to ask students to submit evidence of their own research and/or call-in students for an oral defense of any submitted assignment to test their familiarity with the arguments and sources that they have presented.

6.Evaluation at a Glance

Item	Value	Timeline
Discussion Participation	15%	Every class beginning July 4th
Social Reading	15%	Every class beginning July 4th
Writing Responses	2 x 15%	Due on July 10th & July 31st at 11:59pm
Online Quiz	15%	August 8th at 2:35pm
Take-home Exam	25%	Due on August 23rd at 11:59pm

7. Evaluation in Detail

Discussion Group Participation (15%)

Beginning on July 4th students will participate in discussion groups led by myself and a teaching assistant in the final 50-minutes of class. The purpose of these discussion groups is to allow a more detailed examination and discussion of the course material. Discussion group activities can range from answering questions in small groups, to participating in debates, to watching short movie clips.

Attendance in these groups is mandatory. Participation grades are based on attendance as well as the quality and quantity of participation in each meeting. Each session is worth 5 points. Students receive 3 points for attendance and up to 2 points based on participation in the session. There is no way to make up your participation grade at the end of term.

At the beginning of the term students will be assigned to a group and details will posted on Brightspace. It is important that you to come prepared to discuss the assigned readings for each class and that you join the correct discussion group. If you have questions about the material that were not addressed in the lecture the discussion group is the ideal place to raise them.

Disrespectful, rude, and intimidating behavior will not be tolerated. Please notify your instructor or your TA immediately if there are legitimate reasons (health, family emergency, etc.) why you are unable to attend a specific discussion group.

Social Reading (15%)

Starting on July 4th, students will cover a portion of the assigned readings from each class through the social annotation platform Perusall. Students will asynchronously

read, highlight, raise questions, post comments, and interact with each other in a conversation anchored to an assigned reading. Other students in your group, as well as the Instructor and Teaching Assistant, will be able to see your annotations and respond directly to them. You can use annotations to:

- Highlight key definitions, concepts, and arguments,
- Flag passages you find interesting or relevant to international politics or contemporary events more broadly,
- Raise questions over material you do not understand,
- Insert criticism of an author's argument (e.g. evidence, logic, conclusiveness),
- Connect a reading to other texts and material we have covered in class,
- Respond to other students comments (e.g. signaling points of agreement or disagreement)

The goal of social reading is to approach challenging academic texts in a cooperative manner, rather than have students read them in isolation. Students will be graded on on their contribution to social reading based on the rubric posted on Brightspace. Grading will occur at **random four times** during the semester. You can see the grading rubric, and instructions for logging into Perusall on the Brightspace course page. We will cover sign-up for Perusall on our first class.

Due dates: Your annotations to a reading must be completed before we discuss that reading in class.

Online Quiz (15%)

The in-class assessment for this course will be an online quiz on August 8th. The quiz will consist of multiple-choice questions and will evaluate students on their knowledge of the course material including lectures, readings, and discussion group activities. The quizzes start at the beginning of class and last 30 minutes.

While students may use their class notes during the quiz, the use of any outside materials or online services is prohibited.

Response Papers (2 x 15%)

Students will write two **one-page single-spaced** response papers on assigned articles. The purpose of the response paper is for you to engage in an in-depth examination of an academic article by summarizing, assessing, and critiquing its contribution. Each response paper will:

1. Identify the central thesis of the article,
2. Summarize key arguments and concepts,
3. Assess one substantive strength and weakness of the article,
4. Pose two discussion questions,

The first response paper will be on Adler-Nissen's 'Stigma management in international relations: Transgressive identities, norms, and order in international society' and is due on July 10th, 11:59pm. The second response paper will be on Hall's 'On provocation: outrage, international relations, and the Franco–Prussian War' and is due on Due on July 31st, 11:59pm. Both articles are available on Brightspace. Papers will be evaluated according to the grading rubric posted on Brightspace. It is highly recommended you look at the grading rubric and sample response paper before beginning your assignment. Your answer should mention the scholar Reus-Smit.

Late Paper Policy: Papers are deducted 3% for each day they are late (e.g. an 80% grade becomes 77% for 1 day late). Weekends count as 1 day late.

<u>Take Home Exam</u> *(25%)*

The final exam for this course will be an open book take-home exam. The exam will be focused on long-form essay questions and will cover material from the entire course. Sources must be cited appropriately in either Chicago, APA, or MLA styles. Students will be issued the examination questions at the end of the final class. The exam is due on August 23rd at 11:59 p.m. and must be submitted electronically via Brightspace. It is acceptable to participate in group discussions as you prepare for the written exam, but your exam must be written by you alone.

Late Paper Policy: Late exams are not accepted.

8. Course Schedule & Assigned Readings

Class 1 – July 2nd
What is International Relations? Three Answers

- Introduction (pages 8-18),
- Zvogbo & Loken, "Why Race Matters in International Relations", (pages 1-7)

Class 2 – July 4th
Liberalism

- Chapter 6: Liberal internationalism
- Ikenberry, "The end of liberal international order?", (pages 7-23)

Discussion groups and social reading start today

Class 3 – July 9th
Realism

- Chapter 8: Realism
- Kirshner, "The tragedy of offensive realism", (pages 53-69)

Class 4 – July 11th
Marxism & Critical Theory

- Chapter 7: Marxist theories of international relations
- Robert Cox, "Social forces, states and world orders: beyond international relations theory", (pages 126-135)

Class 5 – July 16th
Constructivism

- Chapter 12: Social Constructivism
- ® Allan, Vucetic, & Hopf, "The Distribution of Identity and the Future of International Order: China's Hegemonic Prospects", (pages 839-869)

Class 6 – July 18th
Post-colonialism and Feminism

- Chapter 10: Post-colonial and decolonial approaches
- Chapter 9: Feminism

Class 7 – July 23rd
Globalization

- Chapter 1: Globalization
- Drezner, "Introduction: The Uses and Abuses of Weaponized Interdependence" (pages 1-16)

Class 8 – July 25th
International Security & Nuclear Proliferation

- Chapter 15: International and global security
- Chapter 29: Proliferation of weapons of mass destruction

Class 9 – July 30th
Law and Race in World Politics

- Chapter 19: International law
- Chapter 18: Race in world politics

Class 10 – August 1st
International Organizations and Global Health

- Chapter 20: International organizations in world politics
- Youde, "The Development of a Counter-Epistemic Community: AIDS, South Africa, and International Regimes" (pages 421-439)

Class 11 – August 6th
Environmental Issues and Global Indigenous Politics

- *Chapter 24: Environmental Issues*
- King, Hayden. 2017. The erasure of Indigenous thought in foreign policy
- (pages 1-8)
- Szarejko, Andrew. 2021. "Responding to Chinese 'Whataboutism': On Uyghur and Native Genocides." *The Diplomat*. (pages 1-6)

Class 12 – August 8th
Whither Globalization? Critically Assessing Alternatives

- MacKay & LaRoche, "Why Is There No Reactionary International Theory?", (pages 234–244)
- Ashford, "What We Get Wrong About the Clash of Civilizations" (pages 1-8)
- Bell, "The Anglosphere: new enthusiasm for an old dream" (pages 1-7)

Class 13 – August 13th
Summary and Wrap-up

- No required readings

8. Appendix

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/

- ***Carleton Resources:***
  - Mental Health and Wellbeing: https://carleton.ca/wellness/
  - Health & Counselling Services: https://carleton.ca/health/
  - Paul Menton Centre: https://carleton.ca/pmc/
  - Academic Advising Centre (AAC): https://carleton.ca/academicadvising/
  - Centre for Student Academic Support (CSAS): https://carleton.ca/csas/
  - Equity & Inclusivity Communities: https://carleton.ca/equity/

- ***Off Campus Resources:***
  - Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, https://www.dcottawa.on.ca/

- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, http://www.crisisline.ca/
- Empower Me: 1-844-741-6389, https://students.carleton.ca/services/empower-me-counselling-services/
- Good2Talk: 1-866-925-5454, https://good2talk.ca/
- The Walk-In Counselling Clinic: https://walkincounselling.com

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form (click here).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click here.

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, click here.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please click here.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's Academic Integrity Policy addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another's data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: https://carleton.ca/registrar/academic-integrity/.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook https://www.facebook.com/CarletonPoliticalScienceSociety/.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.