POL 2103: Introduction to international relations and Global politics

POL 2103

Devon Cantwell-Chavez

TBD

Course Outline

Class schedule:	Day 1, hours		
	Day 2, hours		
	Room		
Professor's office hours:	Day 1, hours		
	Day 2, hours		
	Office		
	Phone		
E-mail:	@uOttawa.ca		
Teaching assistants:	Name	@uOttawa.ca	Office hours
	Name	@uOttawa.ca	Office hours

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email.

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 global relations. (INT)

Indigenous Affirmation

ANISHNABE
Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad.
Ako nongom ega wìkàd kì mìgiwewàdj.
Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjin Odàwàng.
Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.
Nigijeweninmànànig ogog kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.
Listen to the audio file

ENGLISH
We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.
We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.
We acknowledge the traditional knowledge keepers, both young and old.
And we honour their courageous leaders: past, present, and future.

Inclusion

The Faculty of social sciences aims to be an equitable and inclusive institution, actively participating in ensuring the wellbeing of students, personnel and faculty members. The Faculty is committed to eliminating obstacles to student inclusion in accordance with the Ontario Human Rights Code. Obstacles can be based on age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, record of offences, sex and sexual orientation.
If you have experienced discrimination or harassment, you can seek confidential assistance through the University Human Rights Office to discuss your situation and/or to file a formal complaint.

The following uOttawa Campus based services are available to you and your fellow students.

- uOttawa Counselling Service including Individual Counselling provided by uOttawa Counsellor, Pierre Bercy who specializes in anti-black racism;
- University of Ottawa Students' Union (UOSU) Ressources for/from the Black Community, Centre for Students with Disabilities, Racialized and Indigenous Students Experience Centre, Womxns Resource Centre and uOttawa Pride Center
- Anti-racism student committee (Email: car.arc.uottawa@gmail.com)
- Mashkawazìwogamig: Indigenous Resource Center
- University of Ottawa's Human rights office including policies on accessibility.

Lauren's Promise

I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, by a man she briefly dated on the University of Utah Campus. **We must all take actions to ensure this never happens again.**

If you are experiencing sexual assault, relationship violence, or stalking, you can take the following actions:

- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.
- Seek confidential sources of support and help:
    - **Unsafe at Home Ottawa,** Text/WhatsApp: 613-704-5535
        - Unsafe at Home Ottawa is a secure text and online chat service for women and members of 2SLGBTQ+ communities in Ottawa and Lanark County who may be living through increased violence and abuse. Our personnel provides emotional support, safety plans, resources and referrals using encrypted technology so conversations are confidential and secure.
    - **Minwaashin Lodge,** Crisis line: 613-789-1141
        - Provides programs and services to First Nations, Inuit and Métis women and children (regardless of status) who are survivors of domestic and other forms of violence.
    - **Interval House of Ottawa,** 24/7 crisis line: 613-234-5181
        - Interval House of Ottawa (IHO) provides safe shelter and support, intervention and prevention services, and advocacy to break the cycle of violence.
    - **Fem'Aide,** 24/7 crisis line: 1-877-336-2433
        - Fem'aide offers French-speaking women struggling with gender-based violence support, information and referrals to the appropriate services in their community 24 hours a day, seven days a week. Fem'aide can also respond to requests for information made by relatives of women who are victims of violence.

General Course Objectives

By the end of this course, you will be able to:

• write, speak about, and ask questions from multiple perspectives on international relations issues

• summarize and evaluate state level, domestic level, and individual level decisions

• develop and research approaches to contemporary international relations dilemma

• explain expected or observed state motivations and behaviors with different issues

We will be engaging with the following core questions throughout the semester:

- **What are the causes and solutions to the environmental habitability crisis?**
- **What are the opportunities and limitations of technology in IR?**
- **How do structural elements order the behavior of states and people in IR?**

Teaching Methods

This course utilizes several major components to help reach the course objectives. As much as possible, this course will engage in active learning techniques. Each class period will be heavily discussion based.

The sessions of this course will be recorded and made available for students to view in Brightspace for the remainder of the semester.

Notice: Collection of Personal Information with Adobe Connect/Zoom/MS Teams Recordings

In accordance with the Ontario Freedom of Information and Protection of Privacy Act ("FIPPA") and with the University of Ottawa (the "University") Policy 90, your personal information is collected under the authority of the University of Ottawa Act, 1965.

The Adobe Connect/Zoom/MS Teams sessions will be recorded for purposes consistent with the fulfillment of the course learning activities and outcomes. The recording may include the use of your video presence, picture, and voice. If you choose not to have your picture or voice recorded, you may disable the audio and video functionality or request accommodation from your instructor. The recording will be available only to authorized individuals through University of Ottawa systems. If you have questions about the collection, use and disclosure of your personal information in this notice, please contact your instructor.

Teaching Materials

There is one official course textbook for this course – the Ninth Edition of Baylis, Smith and Owens' The Globalization of World Politics (Oxford University Press, 2020). Copies of the Seventh Edition are on reserve at Morisset Library, and work just fine (as long as you double check chapter numbers). You can purchase the book from your bookstore of choice (or from students who previously took this course!).

Additional course materials can be found on the course's on-line learning environment (Virtual Campus).

Assessment Methods

You have a variety of opportunities in this course to apply and demonstrate your understanding of concepts and theories in this course.

Components of Final Mark

Team Based Learning Sessions	15%	TBD
Participation	10%	TBD
Simulation	25%	TBD
Movie Paper	10%	TBD
Research Brief	25%	TBD
Presentation	15%	TBD

Team Based Learning Sessions (15%)

As part of making this an interactive course, there will be five, unannounced, Team Based Learning Sessions on certain readings and sections. At the beginning of the class session, every student will take their own individual multiple-choice quiz, and then take the same quiz as a group to determine the correct answers with discussion. Afterwards, we will then have group discussion questions that will challenge students to further analyze the readings and class materials within groups. Make sure that you have readings completed by Monday of each week. Don't be the person that lets the whole team down by not doing your readings! If you are not present for one of these quizzes, you will not be able to make it up, unless it is an excused absence (i.e. due to documented illness, religious holiday, etc). Any considerations for make-ups on these quizzes will be taken on a case-by-case basis.

Participation (10%)

Given that this course is going to be engaging in active learning as the main pedagogical technique, it is vital that you are in class. Participation will be assessed as a quality over quantity calculation. Consider what the value adds will be from your contribution to the collective understanding and discussion in the class. I will also consider out-of-class communications, attendance at office hours or other optional sessions, or other contributions as they arise. While there is no formal attendance taken, it will be difficult to get a good participation grade in this class if you have poor attendance. Choose wisely.

Simulation (25%)

We will be engaging in a four-part simulation as your midterm exam for this course. A simulation is an experiential learning opportunity where you will get to apply the concepts of IR theories as an actor in the international system. The first three sessions will be the simulation and the last session will be a discussion reflection from the simulation itself. Your grade will be split into two parts. Half of your grade (5% of the total course grade) will come from your participation and preparation in the simulation. The other half (5% of the total course grade) will be from your reflection of the simulation. You may choose to share your reflection in one of three ways: in-class participation in the fourth session of the simulation, a written response and reflection on the class discussion board prior to the fourth session, or a video response uploaded to Canvas. This is intended to give students with multiple learning styles an opportunity to process this experience indifferent ways. For the in-class and reflection portions, you will have rubrics, which will be distributed on [INSERT DATE].

Movie Paper (10%)

To evaluate your understanding and application of the four main theories of IR that we will cover in this class (realism, neoliberalism, constructivism, and post-structuralism/post-modernism) you will have the option of watching one of the following movies and completing a response essay on it.

Options:

- Children of Men (2007)
- Arrival (2016)
- Barbie (2023)
- Black Panther (2018)

After the movie, you will have a response essay that will focus on applying these four theories to the film. More specific instructions regarding prompts, page length, formatting, etc will be given on [TBD]. The paper will be due on. [TBD] at the start of class.

Research Brief (25%)

This five-page research brief will be split into three major stages. More information about the paper will be given in class on [TBD]. The paper and presentation will be lieu of a final. The final draft of the paper will be due on [TBD].

1. **Topic selection- [INSERT DATE]** For this section of the assignment, I am interested in seeing a description of the research question that you would like to study.

2. **Outline and annotated bibliography- [INSERT DATE]** The outline and annotated bibliography should give me an idea of the sources that you are planning on using to support your topic as well as how you are planning on organizing that information to support your chosen research question. This step is to also ensure that you can find appropriate academic sources and that there is enough literature out there to help support your chosen topic.

3. **Final brief due- [INSERT DATE]** Your final paper and reference page will be due on Brightspace on this day.

Extra credit (up to 5%)

Throughout the course you can earn extra credit through a few ways:

1) Campus Events—I will post an events calendar. In order to get credit, you need to write a one-page reaction paper where you are summarizing the event and tying it to a concept or idea from our class. Each event and paper is worth up to 1% of your grade. The paper must be submitted within 1 week of the event to count for credit.

2) Current Events/Discussion on Canvas – You may post a discussion or article about a current event relating to class at any time. This option is more of a quality over quantity type of activity. If the articles or discussion contributions you are making are not adding to the discussion or furthering understanding, you will not receive extra credit. At the end of the semester, I will read

through the discussion posts and give you an overall percentage of extra credit based on the quality of your discussion contributions.

3) **Experiential learning-** if you are currently working or volunteering in a role that is related to the course themes, you may submit a three-page reflection trying your volunteering or work experience to the course topics and objectives. This will be worth up to 5%.

4) Field trip- if you visit an exhibit, museum, or event off-campus that is related to the course, you may submit a three-page reflection trying your volunteering or work experience to the course topics and objectives. This will be worth up to 5%.

Additional Policies

Attendance & Punctuality: Class attendance is necessary to successfully complete this course. You will be allowed three absences through the semester. Beginning with your fourth absence, you will begin losing 3% per missed class period. Attendance will be taken each class period.

Technology: I highly encourage the use of whatever methods will help you aid your learning in development. Use of technology is acceptable and encouraged as a method to help keep you engaged. However, if your use of technology becomes a distraction to others or yourself, I will have a discussion with you about how to best support your learning needs and possible consequences of distracting use of technology on your participation grade for the course.

Late policy: You get three "oops" passes that may be used on any three assignments. Exceptions beyond these three passes are made only for illness or other serious situations deemed as such by the professor. **There will be a penalty for late submissions exceeding the three "oops" passes**. **A penalty of 5%** will be given for each subsequent calendar day following the due date. This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

Religious holidays: Please advise me as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

AI tools: if you use AI assistance in constructing your assignment deliverables, you must disclose the use of the tools (ex: ChatGPT) and highlight which portions were generated or created by the AI tool. This is applicable for all assignments. Failure to do so will result in an automatic zero on the assignment.

SCHEDULE

Week 1	What is International Relations? Why does it matter?	• Introduction (Baylis, Owens, & Smith)	
Week 2	Realism	• Chapter 9 (Rosenboim)	• Research brief instructions go out

Week 3	Liberalism	• Chapter 7 (Dunne) • Chapter 20 (Park)	• In-class session with library staff • Video paper instructions go out
Week 4	Constructivism	• Chapter 13 (Barnett)	• Topic selection DUE
Week 5	Critical Approaches to IR (postmodernism, post-colonialism, and post-structuralism)	• Chapter 12 (Hansen) • Chapter 13 (Sabaratnam)	
Week 6	Environmentalism	• Chapter 24 (Vogler) • Sultana, Farhana. 2022. "The unbearable heaviness of climate coloniality" • Podcast: A hungry future: The climate change risks to food security (United Nations Conference on Trade and Development 2023)	
Week 7	Technology and Security	• Zenko, Micah. 2015. "The Great Drone Contradiction." Foreign Policy • Acharya, Amrit and Arabinda Acharya. 2017. "Cyberterrorism and Biotechnology." Foreign Affairs (May/June)	• Video paper DUE
Week 8	Race and IR	• "Why Race Matters in International Relations" by Kelebogile Zvobgo	

		and Meredith Loken • Chapter 18 (Shilliam)	
Week 9	Feminism and Gender	• Chapter 10 (Kinsella) • Chapter 17 (Kirby) • "Afghanistan's Women Are on Their Own How the international community turned its back" by Shaharzad Akbar	• Outline and annotated bibliography DUE
Week 10	Global Health	• Chapter 25 (Harman) • "Why global vaccine equity is the prescription for a full recovery" by Indermit Gill and Michele Ruta • French, M. and Monahan, T., 2020. Dis-ease surveillance: How might surveillance studies address COVID-19?. Surveillance & Society, 18(1), pp.1-11.	
Week 11	Conflict and War	• Chapter 30 (Greitens) • Chapter 14 (Barkawi) • "A New Approach to Arms Control How to Safeguard Nuclear Weapons in an Era of Great-Power Politics" by Ulrich Kühn and Heather Williams	• Simulation instructions distributed
Week 12	International Political Economy	• Chapter 28 (Watson)	

		• Chapter 16 (Phillips) • "Fast, Cheap, and Out of Control: Inside Shein's Sudden Rise" by Vauhini Vara	
Week 13	Simulation Sessions 1 & 2		
Exam period	Presentations		• Final research brief DUE • Simulation reflection DUE

Resources For You

Sexual Violence Prevention

The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit Sexual violence: support and prevention.

Faculty Student Experience Centre

The goal of the Student Experience Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Student Experience Centre is there to help students continue on their path to success.

A student may choose to visit the Student Experience Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Student Experience Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

Academic Writing Help Centre

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

Counselling Services

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

Human Rights Office

Mandate:

To provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

Contact information:

1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: respect@uOttawa.ca

Academic Accommodations

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person in our office
- online
- by phone at 613-562-5976

Deadlines for submitting requests for adaptive measures during exams:

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself
- final exams:

- November 15 for the fall session
- March 15 for the winter session
- Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

Career Development Centre

Career Development Centre offers various services and resources in career development to enable you to recognize and enhance the employability skills you need in today's world of work.

Campus Activities

Student events aimed at fulfilling all sorts of student needs.

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uoSatisfACTION

SHAKE THINGS UP!

Do you have any comments on your university experience or suggestions on how to improve it?

Tell us!

Beware Of Academic Fraud!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the Writing and Style Guide for University Papers and Assignments.

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a **grade of "F" for the assignment or course i**n question;
- an additional program requirement of **between 3 and 30 credits**;
- **suspension or expulsion** from the Faculty.

For more information, refer to the Student's Guide to Academic Integrity and the Academic Integrity Website (Office of the Provost and Vice-President, Academic Affairs).