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**University of Toronto – St. George Campus**  
**Department of Political Science**

**POL 208Y1 Y: Introduction to International Relations**  
**(Summer 2016)**

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**Instructor:** Dr. Mark Yaniszewski  
**Classroom:** TBD  
**Class Time:** Mon. and Wed. 6:10-8:00 pm  
**Office:** TBD  
**Office Hours:** Mon. + Wed. 5:15 to 6:00 pm (May and June)  
Mon. + Wed. 5:00 to 6:00 pm (July and August)  
or by appointment (e.g., after most lectures)

**E-mail:** mark.yaniszewski@utoronto.ca

**You MUST use your official university e-mail account to send to this account.** Unfortunately, other accounts (e.g., Hotmail and Gmail) are frequently blocked by the U of T spam filter causing messages to be undelivered.

E-mails will be answered within 24 hours on weekdays and with 48 hours on weekends.

**Blackboard:** Overheads used in the lectures will be posted to Blackboard on a regular basis. Note, however, that these postings are of the overheads *only* (e.g., any charts, graphs, diagrams, or maps). Lecture notes and/or lecture summaries are *not* posted to Blackboard. Students must make their own arrangements to obtain lecture notes in the event that they miss a class.

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**Overview**

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This introduction to international politics course deals, broadly, with understanding conflict and cooperation, problems of security and welfare, processes and patterns of global politics, and ethics and international affairs. The course is heavily oriented towards developing a critical understanding of world affairs and accordingly has a strong theoretical and conceptual focus.

This course is divided into two main sections. In the first part of the term, students will explore the main theoretical approaches to the study of international relations (e.g., Realism, Liberalism, Feminist Theories of IR, Constructivism). And in the second part of the term, students will explore a variety of contemporary international issues (e.g., nuclear proliferation, peacekeeping, armed conflict, and international organizations).

This course consists of lectures and separate tutorial sessions (the latter run by a teaching assistant). Students will be marked separately on their tutorial participation.

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## Distribution of Marks

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Students will be graded on the basis of the following requirements:

- Midterm Examination (Week of June 20-24) = 25%
- Tutorials = 20%
- Writing Assignment = 25%
- Final Examination (Week of August 9-15) = 30%

[**Note:** The teaching assistant(s) will provide a detailed breakdown of the methodology used to calculate the tutorial grade in the first tutorial session.]

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## Tutorials

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**Students can sign up for tutorial sections beginning with the first lecture (i.e., May 9<sup>th</sup>).** There will be sign-up sheets made available for each of the tutorial sections. Every effort will be made to give every student as fair an opportunity as possible to sign up to their preferred section, but spaces are limited to the capacity of the room and that in turn is limited by the provincial fire code and cannot be altered.

Once TAs and tutorial sections have been assigned, a separate schedule for the tutorials will be made available. The tutorial schedule will also include a list of tutorial readings. Each student will have one tutorial section most weeks. Tutorials will not, however, begin prior to the May long weekend (i.e., May 23<sup>rd</sup>).

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## Writing Assignment

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A detailed list of assigned topics and other requirements for the writing assignment will

be posted to **Blackboard**.

### **Handing in Your Assignment**

Handing in your assignment is a two-step process.

**Step One** you must submit a paper copy of your assignment on the date listed below. This is the copy that will be graded. The paper copy of the assignment must be handed in *directly* to the instructor or teaching assistant(s) during class, tutorials, or during office hours **on or before Monday July 11<sup>th</sup>**. No other arrangements are permitted (e.g., the assignment may not be submitted by e-mail nor may it be slipped under a door nor are assignments to be dropped in the essay drop box). **Late papers will be penalized by 15% (flat rate) and papers handed in after Monday July 18<sup>th</sup> will receive an automatic grade of 0%.**

For **Step Two**, students should submit an electronic copy of their assignment to an assignment drop box which will be created on Blackboard/Portal. This electronic version is due by 11:59 pm on the due date(s) listed above. This second, electronic version of the assignment must be identical to the paper version.

**The electronic version of your assignment serves as a back-up and will only be marked in the event that the paper copy goes astray.** If you fail to submit an electronic copy of your assignment to Blackboard and your paper copy is graded, there are no negative consequences. However if you fail to hand in an electronic copy of your assignment and the paper copy goes missing, you will be deemed to have not handed in an assignment and you will receive an automatic grade of zero for that assignment.

Unless a problem is identified/suspected, you are not required to submit your assignment to Turnitin.com. (If there is a problem requiring certification from Turnitin.com, the student(s) in question will be contacted.) To avoid problems and help demonstrate that your paper is not plagiarized, students should save their rough work (e.g., early drafts of their assignments, copies of reference materials, etc.).

### **Late Penalties for the Writing Assignment**

To emphasize:

Due Date: On or Before Monday July 11<sup>th</sup> (No Late Penalty)

Late Papers: Accepted Until Monday July 18<sup>th</sup> (15% Penalty)

No Longer Accepted Papers: After July 18<sup>th</sup> (Automatic Grade of 0%)

To emphasize: **the late penalty is a flat rate penalty.** Papers five minutes late, one day late, five days late, or any variation therein receive the same 15% penalty. Late penalties will only be waived in the case of illness (or similar serious circumstances) and will require proper documentation (e.g., a doctor's note). Otherwise, extensions will not normally be granted. This is university — not high school — so forgetting to buy a new ink cartridge or letting the dog eat your homework or whatever are not legitimate excuses for failing to complete the assignment on time.

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## Course Readings and Lecture Schedule

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There is a textbook for this course:

Martin Griffiths, Steven C. Roach, and M. Scott Solomon, *Fifty Key Thinkers in International Relations*, 2<sup>nd</sup> ed. (London: Routledge, 2009).

The textbook is mostly used in the first half of the course (i.e., the theoretical section). For the balance of the term, most course readings are available as e-journal downloads from the library collection or they are available on-line direct from the publisher or (in a small number of instances) they are available at the library Reserve Desk.

If you have never accessed e-journals before, the instructor, TAs, or any reference librarian can show you how. Also note that Canadian copyright regulations limit the number of copies of various materials that may be placed on Reserve. To avoid disappointment, students are strongly encouraged to not wait until the last to access the small number of Reserve Desk materials.

Please note that this lecture schedule is approximate and classes may at times be slightly ahead or behind this schedule. The date and time of the tests and due dates for other assignments will not, however, change.

### Part I: Grand Theories of International Relations

#### **Lecture 1: May 9**                      **Course Overview / The Westphalian State (I)**

John H. Herz, "The Rise and Demise of the Territorial State," *World Politics*, Vol. 9, No. 4 (July 1957), pp. 473-493. [E-Journal]

This reading represents a classic understanding of the origins and significance of the modern international system by an author we will (very briefly) be discussing in a subsequent lecture.

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#### **Lecture 2: May 11**                      **The Westphalian State (II)**

Martin van Creveld, "The Fate of the State Revisited," *Global Crime*, Vol. 7 Nos. 3-4 (August-November 2006), pp. 329-350. [E-Journal]

This author investigates the possible demise of the Westphalian state and asks if this is a positive development.

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### Part I: Grand Theories of International Relations

#### **Lecture 3: May 16**                      **The Realists (I)**

Martin Griffiths, Steven C. Roach, and M. Scott Solomon, *Fifty Key Thinkers in International Relations*, 2<sup>nd</sup> ed. (London: Routledge, 2009), pp. 50-58.

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**Lecture 4: May 18                      The Realists (II) and Neo-Realists**  
Griffiths, Roach, and Solomon, pp. 9-36, 42-50, and 58-64.

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**May 23                      \*\*\*\*Victoria Day\*\*\*\***  
No lectures, no office hours, no tutorials.

**Lecture 5: May 25                      The Liberals (I)**  
Griffiths, Roach, and Solomon, pp. 73-81.

This is a very short reading so it may be a good idea to use this opportunity to try and get ahead on the readings for the next class.

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**Lecture 6: May 30                      The Liberals (II)**  
Griffiths, Roach, and Solomon, pp. 91-114.

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**Lecture 7: June 1                      Alternative Theories**  
Griffiths, Roach, and Solomon, pp. 161-171, 178-193, 249-258, and 265-273.

Richard Dawkins, "Postmodernism Disrobed," *Nature*, Vol. 394, No. 6689 (July 9, 1998), pp. 141-143. [E-Journal]

This last article represents a very short critique of Postmodernism.

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**Lecture 8: June 6                      Feminist Theories**  
Griffiths, Roach, and Solomon, pp. 287-294 and 302-307.

Judith Hicks Stiehm, "The Protected, the Protector, the Defender," *Women's Studies International Forum*, Vol. 5, Nos. 3-4 (January 1982), pp. 367-376. [E-Journal]

Stiehm theorizes on the consequences of women exempting themselves/being excluded from a nation's armed forces.

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**Lecture 9: June 8                      New Approaches**  
Griffiths, Roach, and Solomon, pp. 123-124, 151-160, and 211-226.

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**Part II: Mid-Range Theories of International Relations**

**Lecture 10: June 13                    Groupthink and the Bay of Pigs Crisis**

Paul B. Paulus, "Developing Consensus about Groupthink after All These Years," *Organizational Behavior and Human Decision Processes*, Vol. 73, Nos. 2-3 (February-March 1998), pp. 362-374. [E-Journal]

This reading summarizes the results of a retrospective on the theory of *Groupthink*.

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**Lecture 11: June 15                    Bureaucratic Politics and the Cuban Missile Crisis**

David A. Welch and James G. Blight, "The Eleventh Hour of the Cuban Missile Crisis: An Introduction to the ExComm Transcripts," *International Security*, Vol. 12, No. 3 (Winter 1987-1988), pp. 5-29. [E-Journal]

**Optional Reading**

McGeorge Bundy and James G. Blight, "October 27<sup>th</sup>, 1962: Transcripts of the Meetings of the ExComm," *International Security*, Vol. 12, No. 3 (Winter 1987-1988), pp. 30-92. [E-Journal]

The first reading is an introduction to the second reading which consists of a transcript of JFK's meetings with his key advisors on probably the most critical day of the Cuban Missile Crisis. It is a unique window into the crisis and (if you get the chance) the second reading is well worth at least "skimming" to get a better understanding of the crisis and how the participants reacted.

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**Week of June 20-24**

**\*\*\*\*Midterm Examination\*\*\*\***

The date, time, and location of the exam is set by the Registrar's Office. It will, however, definitely be held at some point during this week.

There are no tutorials this week.

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**Part III: Key Issues in Contemporary IR — Nuclear Weapons****Lecture 12: June 27                    Nuclear Proliferation and Nonproliferation (I)**

Scott D. Sagan, "The Causes of Nuclear Proliferation," *Current History*, Vol. 96, No. 609 (April 1997), pp. 151-156. [E-Journal]

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**Lecture 13: June 29                    Nuclear Proliferation and Nonproliferation (II)**

Jacques E.C. Hymans, "Botching the Bomb: Why Nuclear Weapons Programs Often Fail on Their Own — and Why Iran's Might, Too," *Foreign Affairs*, Vol. 91, No. 3 (May-

June 2012), pp. 44-53. [E-Journal]

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**Lecture 14: July 4                      Canada and Nuclear Proliferation**

Matthew Trudgen, “Do We Want ‘Buckets of Instant Sunshine?’ — Canada and Nuclear Weapons 1945-1984,” *Canadian Military Journal*, Vol. 10, No. 1 (2009), pp. 46-55.  
<<http://www.journal.forces.gc.ca/arc/index-eng.asp>>

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**Lecture 15: July 6                      Ballistic Missile Defence**

James Fergusson, “Thinking about a ‘Known Unknown:’ US Strategy and the Past, Present, and Future Implications of Strategic Defence,” *International Journal*, Vol. 63, No. 4 (Autumn 2008), pp. 823-845. [E-Journal]

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**Part IV: Key Issues in Contemporary IR — The Use of Force**

**Lecture 16: July 11                      Jus ad Bellum: Waging War under International Law**

Thomas M. Franck, “Who Killed Article 2(4)? Or: Changing Norms Governing the Use of Force by States,” *American Journal of International Law*, Vol. 64, No. 4 (October 1970), pp. 809-837. [E-Journal]

**This famous article introduces readers to the complex issue of when it is legitimate for states to use force in their relations with one another.**

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**Lecture 17: July 13                      The International Community Goes to War**

Jonathan Soffer, “All for One or All for All: The UN Military Staff Committee and the Contradictions within American Internationalism,” *Diplomatic History*, Vol. 21, No. 1 (Winter 1997), pp. 45-69. [E-Journal]

**This article theorizes as to the factors behind the failure of the Military Staff Committee.**

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**Lecture 18: July 18                      History and Evolution of Peacekeeping**

Leland M. Goodrich and Gabriella E. Rosner, “The United Nations Emergency Force,” *International Organization*, Vol. 11, No. 3 (Summer 1957), pp. 413-430. [E-Journal]

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**Lecture 19: July 20                      Peacekeeping’s Unintended Consequences**

Matthew LeRiche, “Unintended Alliance: The Co-option of Humanitarian Aid in Conflicts,” *Parameters [Journal of the US Army War College]*, Vol. 34, No. 1 (Spring 2004), pp. 104-120. [E-Journal]

Peter Uvin, “Reading the Rwandan Genocide,” *International Studies Review*, Vol. 3, No. 3 (Fall 2001), pp. 75-99. [E-Journal]

**The first of these articles addresses some of the things that can happen when**

peacekeeping goes wrong. The second sets the stage for a discussion of a notoriously tragic peacekeeping failure (i.e., the Rwandan genocide).

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**Lecture 20: July 25                    The Myths and Realities of Canadian Peacekeeping**

James Eayrs, “Canadian Policy and Opinion During the Suez Crisis,” *International Journal*, Vol. 12, No. 2 (Spring 1957), pp. 97-108. [E-Journal]

Eric Wagner, “The Peaceable Kingdom? The National Myth of Canadian Peacekeeping and the Cold War,” *Canadian Military Journal*, Vol. 7, No. 4 (Winter 2006-2007), pp. 45-54. <<http://www.journal.forces.gc.ca/arc/index-eng.asp>>

The first article shows how Canada was initially divided on the issue of peacekeeping at the time of the Suez Crisis while the second article investigates the factors that motivated Canada to engage in peacekeeping during the Cold War.

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**Part V: Key Issues in Contemporary IR — International Organizations**

**Lecture 21: July 27                    The IMF and World Bank: Good, Bad, or Indifferent?**

Paul R. Masson, “The IMF: Victim of Its Own Success or Institutional Failure?” *International Journal*, Vol. 62, No. 4 (Autumn 2007), pp. 889-914. [E-Journal]

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<p><b>August 1                                ****Civic Holiday****</b> No lectures, no office hours, no tutorials.</p>
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**Lecture 22: August 3                    The International Court of Justice**

Hans J. Morgenthau and Kenneth W. Thompson, *Politics Among Nations: The Struggle for Power and Peace*, 6<sup>th</sup> ed. (New York: Alfred A. Knopf, 1985), pp. 293-327. [Reserve Desk]

In this classic work, Morgenthau discusses what he sees are the weaknesses of international law and international courts.

**Lecture 23: August 8                    The International Criminal Court**

Benjamin Schiff, “The ICC’s Potential for Doing Bad When Pursuing Good,” *Ethics & International Affairs*, Vol. 26, No. 1 (Spring 2012), pp. 73-81. [E-Journal]

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**Important Notices**

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**(i) Use of Electronic Devices**

University is a place to do work. And work time is not the time to play games, chat, listen to music, send text messages, or participate in similar recreational activities. Consequently, as a courtesy to the instructor, the teaching assistants, and other students, the use of cell phones, iPods, PDAs, and other electronic devices for recreational purposes during lectures and tutorials is strictly forbidden. Students violating this rule will be subject to sanctions including, but not limited to, being asked to leave the classroom. Only in exceptional circumstances (e.g., for world renowned brain surgeons on call at a local hospital) will this policy be waived.

**(ii) Written Assignments**

All students should also keep a duplicate copy of their assignments. Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). At the discretion of the instructor, students may be required to pass a brief oral examination on their assignment and/or show their rough work before a final assignment grade is determined. A detailed statement on plagiarism — what it is and how to avoid it — is attached to the end of this handout.

**(iii) Failure to Complete Course Requirements**

Students must complete all course requirements. Failure to do so (e.g., missing an examination without cause) will subject the student to the relevant Departmental and University regulations (e.g., possibly failing the course.)

**(iv) Make-Up Tests (Excluding Final Exams)**

As stated in the Academic Calendar, students who miss a term test for reasons entirely beyond their control may, within one week of the missed test, submit to the instructor a written request for special consideration explaining the reason for missing the test, and attaching appropriate documentation, such as a medical certificate or a Verification of Illness or Injury form ([www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)).

If a written request with documentation cannot be submitted within one week, the instructor may consider a request to extend the time limit. No student is automatically entitled to a second (makeup) test.

**(v) Notice of Collection (e.g., Privacy)**

The University of Toronto respects your privacy. The information on medical certificates is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering accommodations for academic purposes based on medical grounds. The department will maintain a record of all medical certificates received. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act.

For questions, please refer to [www.utoronto.ca/privacy](http://www.utoronto.ca/privacy) or contact the University's Freedom of Information and Protection of Privacy Office at 416-946-5835. Address: Room 201, McMurrich Bldg., 12 Queen's Park Crescent, Toronto, ON, M5S 1A1.

**(vi) Final Exams**

Final examinations will be held during the regular examination period as set by the Registrar's Office. This summer, the scheduled exam period is August 9<sup>th</sup> through August 15<sup>th</sup>. **Except in the case of serious medical (or similar) problems, substitute examinations will normally not be given.**

**(vii) Accessibility Services**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach the Instructor and/or the Accessibility Services as soon as possible.

Accessibility Services has two offices (Robarts Library, 1<sup>st</sup> Floor and 215 Huron Street, Suite 939). Staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

Please call (416-978-8060) or email ([accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca)) or check the website (<http://www.accessibility.utoronto.ca/Home.htm>). The sooner you let them know your needs the quicker they can assist you in achieving your learning goals.

**(viii) Academic Advising and/or Students' Personal Problems**

If you find yourself in difficulty (e.g., struggling to complete assignments or facing one of life's many challenges) and the problem is too big to handle on your own, the University of Toronto has a wealth of resources to assist you. But you have to take the first step: "Consult your College Registrar — Your reliable first stop."

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## **A WARNING ABOUT PLAGIARISM**

**Plagiarism is an academic offence with a severe penalty.**

It is essential that you understand what plagiarism is and that you do not commit it. In essence, it is the theft of the thoughts or words of others, without giving proper credit. You must put others' words in quotation marks and cite your source(s). You must give citations when using others' ideas, even if those ideas are paraphrased in your own words. Plagiarism is unacceptable in a university.

The University of Toronto provides a process that faculty members must initiate when they suspect a case of plagiarism. In the Department of Political Science, suspected evidence of plagiarism must be reported to the Chairman.

A faculty member may not mark an assignment or assess a penalty if he or she finds evidence of plagiarism – the matter must be reported. The Chairman, or Dean, will assess the penalty.

**The following are some examples of plagiarism:**

1. Submitting as your own an assignment written by someone else.

2. Quoting an author without indicating the source of the words.
3. Using words, sentences, or paragraphs written by someone else and failing to place quotation marks around the material and reference the source and author. **Using either quotation marks or reference alone is not sufficient. Both must be used!**
4. Adapting an author's ideas or theme and using it as your own without referencing the original source.
5. Seeking assistance from a friend or family member in respect to work you claim as your own.

If you are not sure whether you have committed plagiarism, it is better to ask a faculty member than risk discovery and be forced to accept an academic penalty.

Plagiarism is **cheating**. It is considered a **serious offence** against intellectual honesty and intellectual property. Penalties for an undergraduate can be **severe**.

At a minimum, a student is likely to receive a "0" mark for the assignment or test in question. But a further penalty is often assessed, such as a further reduction from the course mark or placing a permanent notation of the incident on an academic record.

**Some website listed below on avoiding plagiarism:**

"How to Use Sources and Avoid Plagiarism" - available at:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

**and**

<http://www.writing.utoronto.ca/advice/using-sources/documentation>

Other Advisory Material available at: <http://www.writing.utoronto.ca/home>