

Department of Political Science, University of Toronto  
Winter, 2018

**POL 208Y1 (Y) Introduction to International Relations**

*Wednesdays / 10:00 am – 12 noon / ES 1050*

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**Instructor:** Dr. Malcolm Campbell-Verduyn  
**Contact Information:** malcolm.campbell.verduyn@utoronto.ca  
**Office Hours:** Wednesdays 12:30 - 2:30pm, or by appointment

**Teaching Assistants (TAs):** TBD

**Course Description**

The second half of this course examines a further number of themes and issues in global politics through a variety of perspectives. Topics include activism, colonialism, diplomacy, economic instability, ethics, global governance, inequality, media, migration, nature, poverty, and technology. Readings and lectures are centered around questions that students will reflect on in weekly assignments, tutorials, and a final exam.

**Course Materials**

Please ensure you have the *second* edition of the following textbook for this half of the course:

Edkins, Jenny, and Maja Zehfuss, eds. 2014. *Global Politics: A New Introduction*, 2<sup>nd</sup> ed. Routledge.

Mandatory readings beyond the course textbook are posted on Blackboard, which should be checked regularly for announcements.

**Course Evaluation**

The breakdown of your Winter course grade (50% of your final grade for the year) is as follows:

<b>Assessment</b>	<b>Due Date</b>	<b>Weight</b>
1. Tutorial participation	Every tutorial	15%
2. Five two-page reflections	Beginning of tutorials	15%, each worth 3%
3. Final exam	Exam period, TBC	20%

## **Description of Evaluation Criteria**

### **1. Tutorial Participation**

Participation is key to successful completion of this course. Participation will be graded each tutorial out of 10 based on the *quality* rather than *quantity* of contributions. You will receive 0 for non-attendance; 5 for attendance; 6 for minimum participation; and between 7-10 based on the quality of participation. Evaluation will be based on the critically engagement with the readings and ability to convey ideas in an organised and thoughtful manner, using respectful language, and incorporating as well as responding to the ideas of other class participants.

If you know that you will be unable to attend a tutorial due to illness or have another similar documented reason, please contact your tutorial leader *in advance* of the tutorial. Tardiness, mobile phone disruptions and abuse of technology (e.g., web browsing or instant messaging) will all adversely affect your participation grade. Your tutorial grade for this semester will be assessed separately from the Fall semester. Tutorials will meet beginning in Week 2.

### **2. Reflections**

Due in hard copy at the beginning of tutorials are reflections responding to the main framing question(s) of each class. Reflections of two doubled-spaced pages will link class content to your understanding of global events you consider to be relevant. In total you will submit a total of *five* reflections throughout the term. There are therefore seven weeks in which reflections need not be completed. Reflections provide opportunities to practice writing in a manner linking the theories, empirical issues and topics covered in this course. The central objective is to *analyze* rather than simply to *summarize* the material covered. Reflections will be assessed based on the quality of your analytic insight; your demonstrated knowledge of the readings; and the clarity and coherence of your writing. In order to encourage creativity exemplars will *not* be provided.

### **3. Description of Final Exam and Its Evaluation Criteria:**

The final two-hour closed book exam covers material discussed in lectures and readings over the second half of this course. The purpose of the exam is to demonstrate what you have learned rather than quizzing you on specific details of every aspect of the course. Students will receive in the final class a list of potential exam questions, several of which will appear on the final exam. The exam will evaluate your ability to think both critically and synthetically about the material covered in the course. Further details on specific evaluation criteria will be provided in class.

## **Course Schedule**

This course covers a number of topics quite rapidly. You should complete readings *prior* to class to ensure that you are able to actively listen and participate (e.g. think and evaluate the material rather than just taking notes). The mandatory readings average approximately 35 pages per class.

**Class 1: Introduction (January 10)**

<b>Key Questions:</b>	<ul style="list-style-type: none"> <li>• What questions do you have about global politics and this half of the course?</li> </ul>
<b>Mandatory Readings:</b>	<ul style="list-style-type: none"> <li>• Edkins, Jenny, and Maja Zehfuss. 2014. "Introduction". In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 1-17.</li> </ul>

**Class 2: Ethics, Identity, and Global Politics (January 17)**

<b>Key Question:</b>	<ul style="list-style-type: none"> <li>• How are ethics and identity relevant to global politics?</li> </ul>
<b>Mandatory Readings:</b>	<ul style="list-style-type: none"> <li>• Pin-Fat, Véronique. 2014. "How do we begin to think about the world?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 20-37.</li> <li>• Wibben, Annick. 2014. "Who do we think we are?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 85-104.</li> </ul>

**Class 3: Activism, (Dis)obedience, and Change in Global Politics (January 24)**

<b>Key Question:</b>	<ul style="list-style-type: none"> <li>• How might we seek to change global politics?</li> </ul>
<b>Mandatory Reading:</b>	<ul style="list-style-type: none"> <li>• Edkins, Jenny. 2014. "Why do we obey?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 132-151.</li> <li>• Inayatullah, Naeem. 2014. "Why do some people think they know what is good for others?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 450-469.</li> </ul>

**Class 4: Technology, Media, and Information (January 31)**

<b>Key Question:</b>	<ul style="list-style-type: none"> <li>• How are the media and ICTs relevant to global politics?</li> </ul>
<b>Mandatory Readings:</b>	<ul style="list-style-type: none"> <li>• Lisle, Debbie. 2014. "How Do We Find Out What's Going On in the World?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 154-173.</li> <li>• Franklin, M. I. 2014. "How Does the Way We Use the Internet Make a Difference?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 176-196.</li> </ul>

**Class 5: Diplomacy & Formal Practices of International Relations (February 7)**

<b>Key Question:</b>	<ul style="list-style-type: none"> <li>• How is the conduct of diplomacy relevant to global politics?</li> </ul>
<b>Mandatory Readings:</b>	<ul style="list-style-type: none"> <li>• Sharp, Paul. 2017. "Diplomacy". In Robert Denemark and Renée Bennett, eds., <i>The International Studies Encyclopedia</i>. Wiley.</li> <li>• Cornut, Jérémie. 2015. "To be a Diplomat Abroad: Diplomatic Practice at Embassies." <i>Cooperation and Conflict</i> 50 (3): 385-401.</li> </ul>

**Class 6: Indigenous Peoples, Colonialism, and Slavery (February 14)**

<b>Key Question:</b>	<ul style="list-style-type: none"> <li>How are indigenous understandings of the world, along with colonialism and slavery relevant to global politics?</li> </ul>
<b>Mandatory Readings:</b>	<ul style="list-style-type: none"> <li>Beier, J. Marshall. 2009. "Forgetting, Remembering, and Finding Indigenous Peoples in International Relations." In <i>Indigenous Diplomacies</i>, J. Marshall Beier, eds. Palgrave. pp. 11-28.</li> <li>Manzo, Kate. 2014. "Do colonialism and slavery belong to the past?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 314-334.</li> </ul>

**Class 7: Migration, Borders and Territory (February 28)**

<b>Key Question:</b>	<ul style="list-style-type: none"> <li>How are borders and migration relevant to global politics?</li> </ul>
<b>Mandatory Readings:</b>	<ul style="list-style-type: none"> <li>Doty, Roxanne Lynn. 2014. "Why is people's movement restricted?." In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 200-216.</li> <li>Elden, Stuart. 2014. "Why is the world divided territorially." In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 220-241.</li> </ul>

**Class 8: Wealth, Poverty, and Inequality (March 7)**

<b>Key Questions:</b>	<ul style="list-style-type: none"> <li>How are inequalities relevant to global politics?</li> <li>How might poverty be addressed?</li> </ul>
<b>Mandatory Readings:</b>	<ul style="list-style-type: none"> <li>Cammack, Paul. 2014. "Why are some people better off than others?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 405-425.</li> <li>Pasha, Mustapha Kamal. 2014. "How can we end poverty?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 429-447.</li> </ul>

**Class 9: Finance, Economics, and Crises (March 14)**

<b>Key Questions:</b>	<ul style="list-style-type: none"> <li>How are finance and economics relevant to global politics?</li> <li>How might socio-economic instabilities be prevented?</li> </ul>
<b>Mandatory Readings:</b>	<ul style="list-style-type: none"> <li>Peterson, V. Spike. 2014. "How Is the World Organised Economically?." In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 363-381.</li> <li>Davies, Matt. 2014. "Is the financial crisis part of everyday life?." In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 385-401.</li> </ul>

**Class 10: Nature, Environment, and Survival (March 21)**

<b>Key Questions:</b>	<ul style="list-style-type: none"> <li>• How are nature and the environment relevant to global politics?</li> <li>• How might the planet be saved?</li> </ul>
<b>Mandatory Readings:</b>	<ul style="list-style-type: none"> <li>• Dalby, Simon. 2014. "What happens if we don't take nature for granted?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 39-56.</li> <li>• Death, Carl. 2014. "Can we save the planet?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 61-81.</li> </ul>

**Class 11: Justice, International Law, and Global Governance (March 28)**

<b>Key Questions:</b>	<ul style="list-style-type: none"> <li>• How is international law relevant to global politics?</li> <li>• How are rights accorded and justice served in global politics?</li> </ul>
<b>Mandatory Readings:</b>	<ul style="list-style-type: none"> <li>• Shani, Giorgio. 2014. "Who Has Rights?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 590-607.</li> <li>• Orford, Anne. 2014. "What can we do to stop people harming others?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 539-560.</li> </ul>

**Class 12: Continuity, Change, and the Future of Global Politics (April 4)**

<b>Key Questions:</b>	<ul style="list-style-type: none"> <li>• How might conflict be prevented and global politics be improved?</li> </ul>
<b>Mandatory Readings:</b>	<ul style="list-style-type: none"> <li>• Bleiker, Roland. 2014. "Can we move beyond conflict?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 363-381.</li> <li>• Zehfuss, Maja. 2014. "Conclusion: What can we do to change the world?" In Edkins, Jenny, and Maja Zehfuss, eds., <i>Global Politics: A New Introduction</i>, 2<sup>nd</sup> ed. Routledge. pp. 385-401.</li> </ul>

**Course Policies (the fine print)****Submission of Coursework**

Written work should be presented in a scholarly fashion, double spaced with one inch margins using a 12pt. Times New Roman font or equivalent. Succinct and lucid writing is a skill. Assignments that substantially exceed the page limit will be subject to penalties.

A hardcopy of research essays should be submitted on the due date. In the rare case that this is not possible you can submit your essay using the Drop box outside of the main office of the Political Science Department. Essays should *not* be slid under *any* office door.

E-mailed assignments will not be accepted unless previous permission has been obtained and only with good reason. An exception to this rule will be made for weekends because essays cannot be date verified over this period. Essays which you submit between 4pm on Fridays through to 11:59 pm on Sundays will be accepted via e-mail. A hardcopy, identical to the one submitted by e-mail, must be submitted on the following Monday. Please keep a copy of all papers submitted for the course.

Late penalties: Late assignments are accepted but penalties for essays and reflection will be assigned at 5% (of the 100% value of the assignment) per day, including weekend days. In fairness to students who handed in their assignments on time there are no exceptions to this. It is recommended that students schedule in extra time to deal with any unforeseen difficulties that may arise.

Accommodations / Extensions: In the case where an accommodation is required because of emergencies, illness or religious observances, students should contact the instructor and be prepared to provide supporting documentation if it is required.

Grade Appeals: Appeals will only be considered if they are submitted within 14 days from the date assignments were first returned. Students who wish to request reconsideration of the marking must wait at least 24 hours after the assignment has been returned before initiating their request for reconsideration. Then, students should prepare a 1 page, typed statement explaining why they believe their assignment was incorrectly marked, citing evidence from the text or other assigned readings where appropriate. The statement should be presented to the tutorial leader with a copy of the assignment during office hours or a scheduled appointment. Re-grades do *not* result in an automatic increase in the grade. The tutorial leader reserves the right to raise, lower or leave unchanged your original mark. If you are still unhappy after your re-grade, you may contact the Head TA to request an instructor re-grade. These re-grades will be granted only in cases where a re-grade is deemed necessary by the Head TA or instructor, and may improve or lower your grade.

Final Grades: are final. Please do not try to negotiate your grade with your tutorial leader. Grades are calculated according to the above percentages, assessing your performance on all of the class assignments.

Students with Disabilities: Students with disabilities who require special arrangements should contact the Student Accessibility Services at (416) 978 8060; [accessibility.utoronto.ca](http://accessibility.utoronto.ca)

### **Use of electronic devices during class**

Students who wish to use electronic devices to take notes during class are encouraged to do so. However, if your use of your laptop (or other electronic device) is distracting to the instructor or the students near you, you will be asked to either stop using the device or to leave class.

Students who wish to record course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. This includes tape recording, filming,

and photographing any course content. If permission is granted it will solely be for study purposes and will not include permission to 'publish' course material in any manner.

### **Communication**

An active University e-mail account is required as a means of communication. Please ensure that your account is active and check it regularly. I encourage students to come and see me in office hours with specific questions or more general issues. If you require clarification on any aspect of the course please arrange to see me.

Instructor-student communication is an important component of a successful course. I encourage students to be proactive rather than reactive about their progress through this course. If you feel you are having problems or require further information about any aspect of the course please seek out assistance sooner rather than later. Please feel free to come and see me in office hours or schedule a meeting.

### **Academic Dishonesty**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty.

For further clarification and information on plagiarism, please see Writing at the University of Toronto <http://www.writing.utoronto.ca/advice/using-sources>.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism (e.g. work that is not one's own or for which other credit has been obtained).
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Students found to have committed academic dishonesty will be referred to the Office of Academic Integrity. Those committing academic dishonesty but who are not caught in this course, may wish to consider the potential that they may be caught in the future and have their careers put at risk.



*Former German defence minister Karl-Theodor zu Guttenberg (left) and former Toronto school board director Chris Spence (right) were forced to resign from their positions in 2011 and 2013, respectively, when it was revealed that they had previously plagiarised parts of their dissertations.*

**END OF COURSE SYLLABUS**