



Political Science UNIVERSITY OF TORONTO

Introduction to International Relations POL208

University of Toronto

January 11-April 4, 2024

Thursdays, 5-7 PM, ES1050

Dr. Madison Schramm

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TAs:

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TUT0201 Day/Time Monday 3:00 PM - 4:00

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TUT0602 Day/Time Friday 1:00 PM - 2:00 PM

Roberta Rosania Gerevasi: roberta.rosaniagerevasi@mail.utoronto.ca

TUT0301 Day/Time Friday 10:00 AM - 11:00 AM

TUT0401 Day/Time Friday 11:00 AM - 12:00 PM

Carley Chavara: carley.chavara@mail.utoronto.ca

TUT0302 Day/Time Friday 10:00 AM - 11:00 AM

TUT0402 Day/Time Friday 11:00 AM - 12:00 PM

TUT0502 Day/Time Friday 12:00 PM - 1:00 PM

Cheng Xu: cheng.xu@mail.utoronto.ca

TUT5101 Day/Time Thursday 7:00 PM - 8:00 PM

TUT0601 Day/Time Friday 1:00 PM - 2:00 PM

Gabriel Mimouné: gabriel.mimoune@mail.utoronto.ca

TUT0501 Day/Time Friday 12:00 PM - 1:00 PM

TUT0102 Day/Time Monday 2:00 PM - 3:00 PM

TUT0202 Day/Time Monday 3:00 PM - 4:00 PM

Course Description

This course will introduce students to major theories and debates in International

Relations. The class is designed to cover diverse theoretical traditions within the discipline and the implications of these theories for topics such as international political economy and nuclear politics. The focus will be on theoretical arguments and their underlying logic, designed to help students better understand the world we live in and provide them with the tools for analyzing various international events. Our discussions will be guided by and grounded in understanding how these theoretical frames can help us understand the ongoing war in Ukraine. By the end of the term, students should have the intellectual building blocks to understand, criticize, and apply these (and other) theories of International Relations.

Learning Objectives

- Identify tensions and commonalities between theories of IR
- Identify levels of analysis between theories and topics
- Synthesize theories and apply to contemporary challenges facing the world
- Learn how to read arguments thoroughly and thoughtfully
- Discuss what theories appeal to them and which ones challenge their views

STATEMENT ON ACKNOWLEDGEMENT OF TRADITIONAL LAND

This course takes place on land that has been in relation with Indigenous people and societies since time immemorial. The Elders Circle of the University of Toronto has provided the following statement on acknowledgement of traditional land: We would like to acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit. The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

Revised by the Elders Circle (Council of Aboriginal Initiatives) on November 6, 2014. Available at: <https://www.studentlife.utoronto.ca/fnh>

Requirements

Readings

Students must complete all *required* readings before the lecture and tutorial. All required readings will be available to students on Quercus. In addition to the assigned readings, students are greatly encouraged to read coverage of the ongoing war in Ukraine in a major international news organizations such as the *BBC*, *the Guardian*, *the New York Times*.

Attendance and Participation (15%)

Tutorials will meet beginning in week 3. Attendance and active participation in all tutorials is required. In tutorial, your TA will discuss course themes and answer questions dealing with the readings and lectures. Tutorial attendance is therefore crucial to your success in this course. Each

unrecorded absence (see next section) will decrease your participation mark and your ability to successfully answer questions on the final exam. There are no tutorials in weeks 1, 2, 8, and 11.

Reading Quizzes (20%: 2 in total): Wednesday 9:00 am, February 7 and March 13

Students must complete 2 reading quizzes throughout the semester posted Wednesday at 7 AM, February 7 and March 13 via Quercus for a 15-hour period (Between Wednesday 7 AM and 11:59 PM). Quizzes are open book and should take no more than 30 minutes. Students must take quizzes independently and are not allowed to work together. Students are responsible for tracking deadlines, and requirements, and confirming submission of assignments.

Questions (5%): Due Wednesday, February 14, by 9 AM

Students will be required to submit 2- 3 questions related to the course content. Are there any readings that students would like to discuss further? Are there any outstanding questions regarding the theoretical frameworks and concepts? Are there remaining empirical questions? More details to follow. Students are responsible for tracking deadlines, requirements, and confirming submission of assignments.

Short Response Paper (30%): Due Monday February 26 by 9 AM

Students will be asked to describe and analyze the applicability of two of the three following theoretical lenses Constructivism, Realism, and Liberalism to the movie *Arrival*. Detailed directions to follow. (Plagiarism or other acts of academic dishonesty will not be tolerated. See full statement below) Students are responsible for tracking deadlines, requirements, and confirming submission of assignments.

Final Exam (30%): Examination period, date TBA

The final exam will include multiple choice, fill in the blank, and 3-4 short answer questions, and will cover material from throughout the semester.

Late Assignments

Late work (without a granted extension) will be reduced by 5 percentage points for every day late. Students will only be granted extensions with documentation and under extenuating circumstances. Other coursework and other foreseen circumstances are not grounds for an extension.

Students requesting an extension after the deadline are required to have their registrar contact their TA and confirm the need. Students will not be granted an extension requested more than two weeks after the deadline under any circumstances.

Appeals and Re-Grading Policy

The first thing to do is to wait. The TA will not discuss your assignment for at least 48 hours after the assignment has been returned to you. Your TA is your first point of contact. Since your TA marked your assignment in the first place, it is only fair to have them explain why you received the mark you did. If you are not satisfied with their explanation as to why you received the grade you did, you may ask them to re-grade your paper. Be aware, however, that this does not guarantee your mark will be raised. It could go up, down, or remain the same.

Grading

<i>Requirement</i>	<i>Grade</i>	<i>Due Date</i>	<i>Submitted through</i>
Tutorial attendance and participation	15%	Throughout semester	In person
Questions	5%	Wednesday, February 14 by 9:00 am,	Via Quercus
Two Quizzes (1)	20%	Posted Wednesday 9:00 am, February 7 and March 13	Via Quercus
Short Response Paper	30%	Monday, Feb 26 by 9 AM via Quercus	Via Quercus
Final Exam	30%	TBD	In-person

Course Policies and Procedures: This course will use Quercus to disseminate all course-related information and assignments. It is your responsibility to log on to Quercus regularly and obtain relevant information. All written assignments must be submitted through Quercus

Communication Information

You are responsible for checking Quercus and your UofT e-mail regularly. Your TA is your point of contact for all questions related to the course, including queries about course material, requests for extensions, and accommodations. When corresponding by e-mail, please put “Introduction to International Relations ” at the beginning of the subject line, followed by the subject of your e-mail (for example: “Introduction to International Relations: Question about Feminist Theory”). The TA will not respond to emails over the weekend or after 5PM during weekdays. Unless an emergency, responses will take 48-72 hours.

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please contact Accessibility Services at accessibility.services@utoronto.ca
<http://www.studentlife.utoronto.ca/as/contact-us>

Academic Integrity

Please refer to the Seven **Grandfathers of Academic Integrity:**

https://studentlife.utoronto.ca/wpcontent/uploads/Seven_Grandfathers_in_Academic_Integrity.pdf

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

Use of Artificial Intelligence (ChatGPT, GitHub Copilot, and open-source models that you have trained and/or deployed yourself.)

The use of generative artificial intelligence (AI) tools is strictly prohibited in all course assessments unless explicitly stated otherwise by the instructor. This includes, but is not limited

to, ChatGPT, GitHub Copilot, and open-source models that you have trained and/or deployed yourself. You may not interact with, nor copy, paraphrase, or adapt any content from any generative AI for the purpose of completing assignments in this course. Use of generative AI will be considered use of an unauthorized aid, which is a form of academic misconduct under the Code of Behavior on Academic Matters.

This course policy is designed to promote your learning and intellectual development and to ensure that our evaluations are a fair and accurate assessment of your learning. You should aim to understand course content at a level that far exceeds what an automated tool can achieve. Our course—and in particular, each assignment—is designed to help you attain true mastery of the course content.

The University of Toronto's Code of Behaviour on Academic Matters

(<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code of Behaviour on Academic Matters. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources: Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>). You may opt out of this tool by contacting the instructor as early as possible in the semester to make alternative arrangements. Writing Centres: <http://writing.utoronto.ca/writing-centres/> Academic Success: <http://www.studentlife.utoronto.ca/asc> How not to Plagiarize: <http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/> RESOURCES Writing

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Support

Students can visit www.writing.utoronto.ca for information and advice on all aspects of academic writing. Students are encouraged to make use of the college writing centers for individualized consultations on their written assignments. Interested students should book their appointments with the writing centers early, as they fill up fast. Information about the writing centers is available at <http://www.writing.utoronto.ca/writing-centres/arts-andscience>. Students

can also take advantage of the Library's free "Writing Plus" academic skills workshop series, described at <http://www.writing.utoronto.ca/writing-plus>. International students can find information about the English Language Learning program (ELL), which includes practice opportunities for improving oral communication and critical reading skills, at <http://www.artsci.utoronto.ca/current/advising/ell>. Registrar Support: Students are encouraged to contact their registrar promptly if they experience unexpected challenges during the course that may require accommodations.

Health and Wellness:

Students can access a wide range of programs and services to support their health and wellbeing. Many of these programs are listed at: <https://studentlife.utoronto.ca/department/health-wellness/>

Crisis Support:

Students in distress can access a range of free crisis lines available from the University of Toronto and the City of Toronto, as listed below:

- University of Toronto: <https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>
- City of Toronto: <https://www.toronto.ca/311/knowledgebase/kb/docs/articles/311-toronto/information-and-business-development/crisis-lines-suicide-depression-telephonesupport-lines-non-crisis-mental-health-services.html>

Most of these crisis lines are available 24 hours a day and some address specific problems that students may be experiencing. Immediate assistance is available as follows:

- My SSP for University of Toronto Students: 1-844-451-9700.
- Good 2 Talk Student Helpline: 1-866-925-5454
- Gerstein Crisis Centre: 416-929-5200
- Distress Centres of Greater Toronto: 416-408-HELP (4357)
- The Centre for Addiction and Mental Health (CAMH): 250 College Street (walk-in)

You are not alone: please get help if you're experiencing difficulties or are in distress.

Reading and Schedule

1. January 11: Syllabus Review [No Tutorial]

Kurki, Milja, and Colin Wight. "International relations and social science." *International relations theories: Discipline and diversity* (2007): 13-33.

Maliniak, Daniel, et al. "Is international relations a global discipline? Hegemony, insularity, and diversity in the field." *Security Studies* 27.3 (2018): 448-484.

"Conflict in Ukraine | Global Conflict Tracker." *Council on Foreign Relations*, Council on Foreign Relations, <https://www.cfr.org/global-conflict-tracker/conflict/conflict-ukraine>.

2. January 18: Key terms and Concepts [No Tutorial]

Reus-Smit, Christian, and Duncan Snidal, eds. *The Oxford handbook of international*

relations. Oxford University Press, 2008 Chapter 2 “The State and International Relations”

Mattern, Janice Bially. "The concept of power and the (un) discipline of international relations." *The Oxford handbook of international relations* (2008): 691-698.

Snyder, Jack. "One world, rival theories." *Foreign policy* 145 (2004): 52.

Singer, J. David. "The Level-of-Analysis Problem." *World Politics* (October, 1961) 10 (1961): 2009557.

“Ukraine Invasion - Explained.” NPR, NPR, <https://www.npr.org/series/1082539802/russia-ukraine-invasion-explained>.

Recommended

Wight, C. (2006). The agent–structure problem in IR theory: Preliminary issues. In *Agents, Structures and International Relations: Politics as Ontology* (Cambridge Studies in International Relations, pp. 90-120). Cambridge: Cambridge University Press.
doi:10.1017/CBO9780511491764.004

I. Theoretical Traditions

3. January 25: Realism [Tutorials Start]

Waltz, Kenneth N. "The anarchic structure of world politics." *International politics: enduring concepts and contemporary issues* (1979): 29-49.

Walt, Stephen M. "Alliances: balancing and bandwagoning." *International politics: enduring concepts and contemporary issues* (2000): 96-103.

Posen, Barry R. "The security dilemma and ethnic conflict." *Survival* 35.1 (1993): 27-47.

Poast, Paul. “A World of Power and Fear.” *Foreign Affairs*, 21 June 2022, <https://www.foreignaffairs.com/articles/ukraine/2022-06-15/world-power-and-fear>.

Recommended

Carr, Edward Hallett, Michael Cox, and Michael Cox. *The twenty years' crisis, 1919-1939: an introduction to the study of international relations*. Vol. 1122. New York: Harper & Row, 1964. Chs. 1-2

Gowa, Joanne. "Anarchy, egoism, and third images: The Evolution of Cooperation and international relations-Robert Axelrod. *The Evolution of Cooperation*. New York: Basic, 1984." *International Organization* 40.1 (1986): 167-186.

[Watch] Brook, Peter, director. *Lord of the Flies*. Allen-Hodgen Productions/Two Arts, 1963.

John J. Mearsheimer (1994/1995), "The False Promise of International Institutions," *International Security*, 19(3): 5-9, 15-22.

Hui, Victoria Tin-bor. "Toward a dynamic theory of international politics: Insights from comparing ancient China and early modern Europe." *International Organization* (2004): 175-205.

Fazal, Tanisha M. "State death in the international system." *International Organization* 58.2 (2004): 311-344.

Adams, Karen Ruth. "Attack and conquer? International anarchy and the offense defense-deterrence balance." *International Security* 28.3 (2004): 45-83.

4. February 1: Liberalism [Recorded Lecture via Quercus Module]

Michael Doyle, "Liberalism and World Politics," *American Political Science Review*, 80 (1986): pp. 1151-1169.

Keohane, Robert O. "International institutions: Can interdependence work?." *Foreign policy* (1998): 82-94.

Bell, Duncan. "What is liberalism?." *Political theory* 42.6 (2014): 682-715.

Ikenberry, G. John. "Why American Power Endures." *Foreign Affairs*, 10 Nov. 2022, <https://www.foreignaffairs.com/united-states/why-american-power-endures-us-led-order-isnt-in-decline-g-john-ikenberry>.

Recommended

Von Stein, Jana. "Do treaties constrain or screen? Selection bias and treaty compliance." *American Political Science Review* (2005): 611-622.

Martin, Lisa L. "Interests, power, and multilateralism." *International Organization* (1992): 765-792.

Reading Quiz Wednesday, February 7

5. February 8: Rationalist Theories and Psychological Approaches

Fearon, James D. "Rationalist explanations for war." *International organization* 49.3 (1995): 379-414.

McDermott, Rose. *Political psychology in international relations*. University of Michigan Press, 2004. Chapters 1 and 3

Stein, Janice Gross. "Building politics into psychology: The misperception of threat."

Political psychology (1988): 245-271

“How Close Is Vladimir Putin to Using a Nuclear Bomb?” *Google*, Google,
<https://www.google.com/amp/s/www.newyorker.com/news/q-and-a/how-close-is-vladimir-putin-to-using-a-nuclear-bomb/amp>.

Recommended

[Listen] Vedantam, Shankar, et al. “Warnings, Warnings Everywhere: Why We Sometimes Ignore Looming Disasters.” *Hidden Brain*, NPR, 20 Jan. 2020,
www.npr.org/2020/01/17/797357603/the-cassandra-curse-why-we-heed-some-warnings-and-ignore-others

Koremenos, Barbara, Charles Lipson, and Duncan Snidal. "The rational design of international institutions." *International organization* 55.4 (2001): 761-799.

Yarhi-Milo, Keren. "In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries." *International Security* 38.1 (2013): 7-51.

Fang, Songying, Jesse C. Johnson, and Brett Ashley Leeds. "To concede or to resist? The restraining effect of military alliances." *International Organization* 68.4 (2014): 775-809.

Langlois, Catherine C., and Jean-Pierre P. Langlois. "Rationality in international relations: a game-theoretic and empirical study of the US-China case." *World Politics* (1996): 358-390.

[Questions Due via Quercus, Wednesday, February 13, 9:00 AM](#)

6. February 15: Constructivism

“Constructivism.” *International Relations Theories: Discipline and Diversity*, by KM Fierke, Oxford University Press, 2016, pp. 166–185.

Finnemore, Martha, and Kathryn Sikkink. "Taking stock: the constructivist research program in international relations and comparative politics." *Annual review of political science* 4.1 (2001): 391-416.

Tharoor, Ishaan. “Analysis | How Russia's Invasion Strengthened Ukrainian Identity.” *The Washington Post*, WP Company, 24 Aug. 2022,
<https://www.washingtonpost.com/world/2022/08/24/ukrainian-identity-russian-invasion/>.

Melkozerova, Veronika. “The War That Russia Already Lost.” *The Atlantic*, Atlantic Media Company, 17 Oct. 2022, <https://www.theatlantic.com/ideas/archive/2022/10/russia-war-ukraine-national-identity/671685/>.

Recommended

Legro, Jeffrey W. "Culture and preferences in the international cooperation two-step." *American Political Science Review* (1996): 118-137.

McNamara, Kathleen R. *The politics of everyday Europe: Constructing authority in the European Union*. Oxford University Press, USA, 2015. Chapters 1-2.

Hayes, Jarrod. "Securitization, social identity, and democratic security: Nixon, India, and the ties that bind." *International Organization* (2012): 63-93.

Zarakol, Ayse. "What made the modern world hang together: socialisation or stigmatisation." *IT* 6 (2014): 311.

Wendt, Alexander. "Anarchy is What States Make of It: The Social Construction of Power Politics (1992)." *International Theory*. Palgrave Macmillan, London, 1995. 129-177.

NO CLASS Reading Week

Paper Due Monday, February 26, 9:00 AM via Quercus

II. Theoretical Traditions: Whose IR?

7. February 29 Feminist Theory

Enloe, Cynthia. *Bananas, Beaches and Bases: Making feminist sense of international politics*. Univ of California Press, 1989. Chapters 1.

"Feminism." *The Oxford Handbook of International Relations*, by Sandra Whitworth, Oxford University Press, 2019.

Melander, Erik. "Fascism and Masculine Ideals – Thoughts on the Russian War in Ukraine." *PRIO Blogs*, 12 Mar. 2022, <https://blogs.prio.org/2022/03/fascism-and-masculine-ideals-thoughts-on-the-russian-war-in-ukraine/>.

8. March 7: Hierarchy and the Global South (Guest Lecture) [No Tutorial]

Ayoob, Mohammed. "Inequality and theorizing in international relations: the case for subaltern realism." *International Studies Review* 4.3 (2002): 27-48.

Barkawi, Tarak, and Mark Laffey. "The postcolonial moment in security studies." *Review of International Studies* (2006): 329-352.

Mattern, Janice Bially, and Ayse Zarakol. "Hierarchies in World Politics." *International Organization*. 70.3 (2016) 623-654.

Reading Quiz Wednesday, March 13

9. March 14: Race and IR

Loken, Meredith, and Kelebogile Zvobgo. "Why Race Matters in International Relations." *Foreign Policy*, 19 June 2020, foreignpolicy.com/2020/06/19/why-racematters-international-relations-ir/.

Mampilly, Zachariah. "The Du Bois Doctrine." *Foreign Affairs*, 20 Sept. 2022, <https://www.foreignaffairs.com/united-states/web-du-bois-doctrine-race-america-century>.

Vucetic, Srdjan, and Randolph B. Persaud. "Race in International Relations." *Race, Gender, and Culture in International Relations: Postcolonial Perspectives* (2018): 3.

Polowska-Kimunguyi, Eva. Eva "War, Resistance and Refuge: Racism and Double Standards in Western Media Coverage of Ukraine." *Media@LSE*, 10 May 2022, <https://blogs.lse.ac.uk/medialse/2022/05/10/war-resistance-and-refuge-racism-and-double-standards-in-western-media-coverage-of-ukraine/>.

Recommended

Vitalis, Robert. *White world order, black power politics: The birth of American international relations*. Cornell University Press, 2015. (Pgs 1-45)

IV. Select Subfields and Topics

10. March 21: Great Power Competition

Kausikan, Bilahari. "Navigating the New Age of Great Power Competition." *Foreign Affairs*. April 11, 2023.

Goddard, Stacie E. "When right makes might: How Prussia overturned the European balance of power." *International Security* 33.3 (2009): 110-142.

Kang, David C. "Getting Asia wrong: The need for new analytical frameworks." *International Security* 27.4 (2003): 57-85.

11. March 28: IPE [No Tutorial]

Strange, Susan. "The persistent myth of lost hegemony." *International organization*

(1987): 551-574.

Woods, Ngaire. *The Globalizers: the IMF, the World Bank, and their borrowers*. Cornell University Press, 2006. CHs?

Jeffrey A. Frieden, and David A. Lake. "Introduction: International politics and international economics." *International political economy: perspectives on global power and wealth* (1995)

"Will Sanctions against Russia End the War in Ukraine?" *Google*, Google, <https://www.google.com/amp/s/www.newyorker.com/magazine/2022/10/31/will-sanctions-against-russia-end-the-war-in-ukraine/amp>.

12. April 5: Civil War and Insurgency

Kalyvas, Stathis N. "The ontology of "political violence": action and identity in civil wars." *Perspectives on politics* 1, no. 3 (2003): 475-494.

[Listen] Vedantam, Shankar, et al. "How to Change the World" Hidden Brain, NPR, 31 Mar. 2022, <https://hiddenbrain.org/podcast/how-to-change-the-world/>

[Listen] Ayed, Nahlah, et al. "The Endless Rebellion" Ideas from the Trenches, CBC, 1 Oct. 2021, <https://www.cbc.ca/listen/live-radio/1-23-ideas/clip/15869782-ideas-trenches-the-endless-rebellion>

Recommended:

Collier, Paul, and Anke Hoeffler. "Greed and grievance in civil war." *Oxford economic papers* 56, no. 4 (2004): 563-595.

Fearon, James D., and David D. Laitin. "Ethnicity, insurgency, and civil war." *American political science review* 97, no. 1 (2003): 75-90.

Kalyvas, Stathis N., and Laia Balcells. "International system and technologies of rebellion: How the end of the Cold War shaped internal conflict." *American Political Science Review* 104, no. 3 (2010): 415-429.

Final Exam TBD